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ABSTRACT

The manual contains affective educational materials and methods for use with delinquent students (grades 4-12). The introductory section explores a suggested timetable for the activities provided and gives suggestions for setting up the classroom, the use of a 'group circle' and an opening exercise or icebreaker. Each activity is described in terms of the rationale, materials, and activity content. The activities are divided into the following four sections: image building - self awareness, with activities such as writing an autobiography; image building - giving and receiving, including activities which foster the individual's sense of self; awareness of others through awareness of self, in which cooperation is stressed; and values clarification - getting to know self through others, which includes activities designed to explore individual differences, stereotypes, and values. (PHR)

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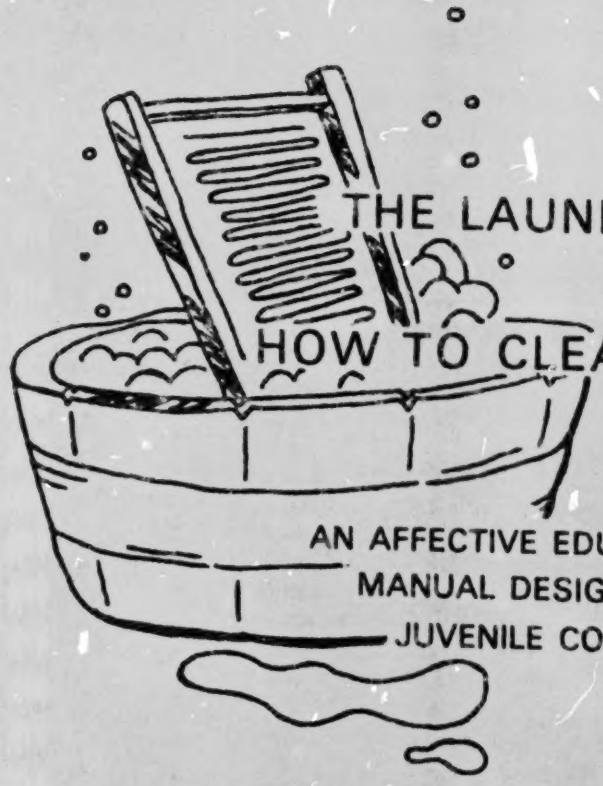

THE LAUNDRY WORKS
OR
HOW TO CLEAN UP YOUR ACT

AN AFFECTIVE EDUCATION MATERIALS MANUAL DESIGNED FOR USE IN JUVENILE COURT SCHOOLS

Bob Cole

John Heilman

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FOREWORD

Two years ago the teachers at the Children's Shelter began asking themselves, "How can I best serve the affective (emotional) needs of my students?" They correctly reasoned that in order to create an environment conducive to the learning of the traditional "3R" skills, greater attention would have to be given to the affective condition that most of their students were displaying which made it virtually impossible, at times, to offer any effective assistance to learning.

From their position of caring and concern, the Affective Education concept was born. In consultation with the school psychologist, several techniques and affective delivery systems were explored, researched, and implemented in the classroom. As modifications were made, new and even more exciting curriculum concepts were introduced. Again and again the ideas were taken to the classroom and presented to students. Student feedback became an important assessment procedure and aided significantly in the program's development and growth.

Teachers at Juvenile Hall also showed interest in the project and saw great value in the self-awareness approach being used at the Children's Shelter. Many of the program units and techniques were used in Urban Survival classrooms at Osborne School in Juvenile Hall.

This year it became evident that many of the teachers in Santa Clara County Juvenile Court Schools were taking an active part in the development of an Affective Education curriculum which was relevant and unique to the Juvenile Court Schools population. It was time to coordinate the efforts of all those concerned.

To begin this process of coordination and information sharing it was decided that it was necessary to determine the specifics of what was being done, what had been done or attempted, and the effects and rationale affecting the program development. A collection of materials being effectively used was made possible through a Title VI-B project currently under development in the Santa Clara County Juvenile Court School programs. Through this program we were given the opportunity to develop as one component of the JCS Training Program a teacher oriented, tried-by-fire, affective education curriculum program.

The following pages contain ideas, methods and materials designed to be used separately or as a whole. Clear and concise explanations and suggestions accompany each unit. The units are written in such a way that teachers need not be limited to the presentation process as described, but can be, and are encouraged to be creative. These materials have been tried and found to work; in no manner of speaking are we suggesting that what we are offering is the final, or even the best, answer to affective education. Since a host of materials and techniques is available, one need only be limited by his or her creativity and effort in presenting and searching out materials. As to relevance—we will let you be the judge of that.

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WHAT THE HECK IS AFFECTIVE EDUCATION?

The American school has traditionally emphasized activities in the thinking or cognitive area of student development. Typical classroom instructions are "memorize this date," "put these items in order," "analyze this process," "explain the causes of . . ." and so on. Since the 1960's the schools have also placed increasing stress on the physical or psycho-motor facet of student development. A quick look at any high school shows the huge proportion of the facility given over to gymnasiums, playing fields, and sports equipment storage. However, the person who is the object of education has a third facet that is practically ignored by organized education. This is the emotional or affective area of human development. Affect (pronounced with the "a" as in after) is a defined term meaning emotions considered apart from body changes or thinking processes. "Affective education," then, is a term very much like physical education. Just as physical education concerns itself with the body, affective education is involved with feelings and emotions.

A person's feelings, or affect, are at least as important as cognitive and psycho-motor abilities, and in many ways more important. All decisions, and consequently the actions that follow from the decisions, are basically rooted in feelings. Consider an intelligent informed smoker who says he or she wants to quit, yet cannot. Let us assume that this individual has all the health facts about cancer and high blood pressure, and that he or she is not one of the rare body types that is absolutely addicted to nicotine. The major reason left for not quitting must lie in the affective area. For some reason this person actually doesn't feel like quitting. A strong dose of some feeling, such as fear caused by the death of a smoker friend might be enough to enable him/her finally to stop smoking. But feelings have a function even beyond decision making. A person's feelings about himself/herself - his/her self-image are the single most important factor in regard to successful functioning in society. People with negative self-images tend to make themselves and other people unhappy. A person who handles feelings well and who has a positive self-image tends to be a joy to have around. While a person's self-image is private porperty, it mainly grows and changes through interaction with other people. People who have positive self-images probably received a lot of positive strokes and recognitions of worth from others. A person who receives positive strokes in one area of life, such as work, and either negative or no strokes in another area, such as marriage, tends to spend more time and effort where positive strokes are reward. A student who receives negative strokes in school and positive strokes from truant friends is at least going to be strongly tempted to become a truant. Negative strokes, or the absence of attention, lead to poor self-image, negative feelings, and then frequently to problem behaviors. So, if we want to avoid problems and do something beneficial for students, it will help to pay attention to what is called the affective domain.

A person who is unskilled and inexperienced in the affective domain finds feelings confusing and troubling. Many people are unable even to put names on their emotions and do not know the "rules" under which emotions work. Often people do not know what gives rise to an emotion, or where the feeling may lead. This is very understandable for emotions seem to be very contradictory. They are deeply interior, yet they do not exist without interaction from others outside. They are invisible and transient, yet their effects can be permanent and very visible. And perhaps what is most confusing is that feelings are often in conflict with each other. In the United States, one further problem exists. Our society basically says that we should behave as if we didn't have feelings. Consider Mr. Spock of "Star Trek." He is a "Vulcan" with no emotional capacity, yet millions of adults and children regard him as superior to human beings precisely because he has no feelings. The purpose of affective education is to eliminate the confusion surrounding emotions and to enable the student to experience and enjoy feelings more fully.

Affective education has three components. Self-awareness is the first, the foundation. Self-awareness consists of recognizing feelings and how they operate in a given individual. The next step is sensitivity, the ability to perceive the feelings of others. The final step is values clarification. This is the process of experiencing that some feelings which are very important to some people may be less important to others. A person who is skilled in these three areas has the potential to integrate his/her affect with his/her psycho-motor and cognitive functions. Such integration results in a person who is congruent, who understands more clearly who he/she is, who knows where he/she is going, and who understands what he/she is experiencing-in short, a complete human being.

SETTING THE STAGE

(PROPS FOR A SUCCESSFUL PROGRAM)

AFFECTIVE EDUCATION
SUGGESTED TIMETABLE OF ACTIVITIES

Activities described here have been sequenced according to risk. They move from areas of little risk and surface feelings to activities which become more threatening and at times call for some probing of deeper feelings. However, even careful scheduling is no guarantee of success. Variables such as the addition of new students, feelings arising from visits with social workers or probation officers, changes in weather, and the phase of the moon all seem to have some influence over how people will react in the affective domain. Add to this the fact that working with feelings in a structured manner is a new experience for most students. Just as no one learns reading, math, or pole vaulting in one lesson, or in two weeks, no group of people, however well adjusted, is going to learn how to handle feelings in a short time. If a given activity elicits over 60 percent very positive response and participation, the activity is a success. If 100 percent success is achieved immediately, something is probably wrong, or the evaluator is dreaming. Since Murphy's law, "If it can go wrong, it will," operates very effectively in this area, it is a good idea to have a backup activity ready to use in case the planned affective exercise does not "get off the ground." These backup activities should be non-punitive and reasonably pleasant, ranging from a game of "Twenty Questions" to doing a word search or crossword puzzle.

This suggested sequence of activities has proven successful with one type of student in one location. There is absolutely no guarantee that this sequence will succeed with older or younger or smarter or duller students.

ACTIVITY	DAY
Warm Fuzzy story and activity with explanation of strokes.	1
Begin Student of the Day and carry on daily. Begin Group Circle with one of these three questions: If you could be any animal, which one would you be? If you could be any plant, which one would you be? If you were all-powerful, like people say God is, what would you do? Positive Web Spinning Tangle	2
Group Circle, using one of the remaining questions from day two. Composite Picture	3
Group Circle using the question: What thing makes you happy? Silent circle using this story as an introduction: *Before an important hunt or going into battle, members of the Seneca Indian Tribe would sit in a circle and concentrate on raising their energy levels. Then they would join hands and feel the energy flowing from one to the other, strengthening each other so that they could depend on each other in the coming hunt or battle. To start the energy flow, the chief would squeeze the hand of the brave on one side of him, and the brave would in turn pass the squeeze to the next brave, and so on around the circle again and again. A sense of peace, calmness and certainty of victory would come over the whole group.* Positive Circle Secret Agent	4
Group Circle using the question: What is the nicest thing you ever did for anyone else? Success chart and Posi-wheel	5
Group Circle using the question: What is the nicest thing that ever happened to you? Time-Life String	6
Group Circle using the question: How are you like other members of your family or your relatives? Silent Circle Crocodile Creek	7
Group Circle using the question: What is the most important thing in being a friend or in having a friend? Values Shield Positive Circle	8
Group Circle using the question: What are you best at? Self-Image Assessment	9
Group Circle using the question: If you could go anywhere in the entire world, where would you go? Guided Fantasy	10

CLASSROOM IDEAS

Student of the Day

Regularly singling out one student for special attention is not a new idea and regular school classes commonly use various versions of it. This adaptation fits the Juvenile Court School setting and reinforces the positive stroking concept. The Student of the Day can be chosen at random on a daily basis if the purpose of the activity is primarily to raise self-esteem. The Student of the Day can also be chosen once a week to recognize academic improvement, better attendance, and so on. In either case the procedure is as follows: In a prominent place, reserved for this purpose, the student's name is written at the top of a large sheet of paper. At the beginning of class, or of the day in a self-contained class, the rest of the paper is filled in with positive comments elicited from the class. Students can write on the paper themselves or the teacher can record the student's positives. (Poor spelling skills may make students reluctant to come forward themselves.) By all means try to use a Polaroid camera and take the S. D.'s picture. Place the picture on the positive sheet also. Almost all students, even if initially reluctant, can be convinced to have their picture taken. At the end of the day the picture and sheet with positives are given to the student to take back to the unit, dorm, hall, or wherever he/she is allowed to keep personal possessions. The S. D. is also given whatever privileges possible during the day. These might include using a special chair, being a messenger, leading group movements, or whatever is appropriate.

Experience has shown that the exercise gets off the ground slowly and needs teacher modeling, but after a week or so it is so firmly entrenched that an attempt to skip a day would provoke mutiny among the troops.

Mirror

If self-image is the thing, then a full-length mirror in the classroom is certainly appropriate. Installed with no fanfare or explanation, it will soon be used (often surreptitiously) for more than checking grooming.

Book of Records

Having a book of records held by members of the class raises self-esteem, promotes group cohesiveness, and provides a little humor. As students come and go over the year, keep a record in a study binder of significant items such as biggest feet, shortest hair, longest time without speaking, most food eaten on field trip, baggiest institutional pants, and similar memorabilia.

Rules

If the class rules posted on your bulletin board look pretty negative and as it frequently happens, stating them positively takes up too much space and leaves things vague, try phrasing them in terms of "Acceptable-Unacceptable".

UNACCEPTABLE	–	ACCEPTABLE
Yelling out	–	Raising your hand
Wandering around	–	Working in your place
Hitting	–	Saying why you are angry

Wall Charts and Graphs

Students react well to having achievement and progress listed on individual graphs displayed on the wall. The more the charts or graphs can be made to resemble the classic stockmarket graph on the up side, the more satisfying the result. This idea lends itself easily to reading and math classes.

Awards

Many commercially made award certificates are available to present to students upon completion of a learning unit, improvement in some area, or graduation from a program. The creative teacher can make up certificates specifically tailored to individual events. There is enough child in everyone to make receiving awards a positive experience.

Work Areas

If students have some feeling of ownership or investment in their desk or carrel, they are much more likely to stay at their working place, treat it with respect, and attend to their tasks. So, if you have a self-contained class and it is possible to arrange furniture so that a portion of wall is next to the desks, have students decorate their little area by cutting pictures out of magazines, drawing some of their own, and/or making a name-plate in arts and crafts. When they leave, they can take what they want with them and the rest can be easily removed. This activity has the added side benefit of giving the new student something involving and interesting to do on that difficult first day.

GROUP CRICLE

Rationale: This exercise provides a daily opportunity for students to: (1) express feeling, (2) be attended to by peers, (3) use imagination, (4) listen attentively to others, (5) clarify values, (6) gain insights, and (7) expand perceptions.

Activity: Seat everyone in a circle with no table or other obstruction in the center. The leader states the rules each day.

1. Each person gets 30 seconds to speak on the day's question.
2. No one may interrupt while another person has his/her turn.

Then the leader asks the day's question. Every student gets 30 seconds, even if it is a half minute of silence. The leader gives his/her answer last, then summarizes all the statements.

Notes: It sounds so simple! In practice the only problem is keeping out interruptions without getting hooked into student-teacher adversary games. If the activity is held each day at the same time, it soon becomes automatic for even a constantly shifting student population. The key to success seems to revolve around choosing the right questions for each day's discussion. Age, sophistication, and maturity level dictate what will work. Older teenagers can talk easily about love and trust, while pre-teens will respond to more concrete stimuli. For example, older students can consider, "What does trust mean to you?" while younger children get into the same area with, "What was one time somebody really trusted you?"

Below are some of the questions which have been used successfully:

If you were a plant, what would you choose?
What animal would you choose to be?
How are you like some other people in your family, or like some relatives?
If you were all-powerful, like people say God is, what would you do?
What makes you angry?
What's the nicest thing that happened to you?
What's the nicest thing you did for someone else?
What thing makes you happy?
What is the most important thing about being a friend?

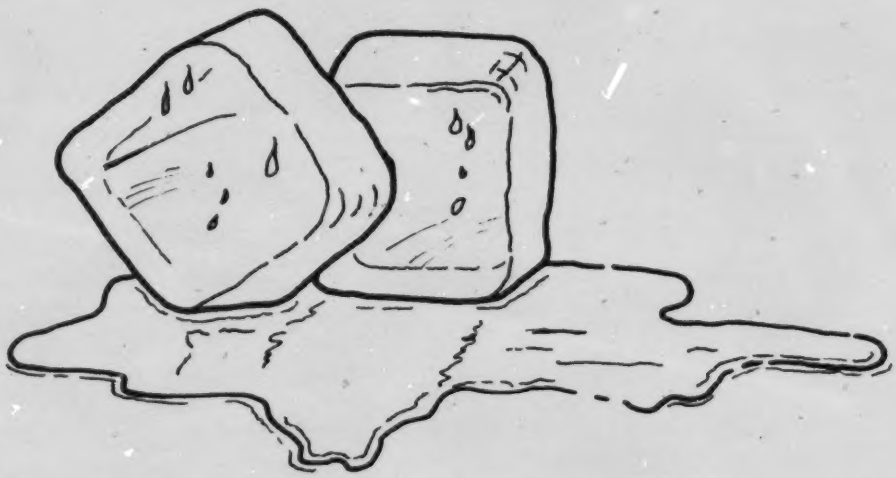
ICEBREAKER

Who Am I Like

Rationale: From time to time it may be necessary to bring a new group of students together, many of whom know each other only slightly, if at all. If there is any goodwill in the group, this activity should open up communication easily.

Material: Each student receives a sign-up sheet. (See next page.)

Activity: Each student is provided with a sign-up sheet and pencil, and then the group is told that each person is responsible for getting signatures without any further directions from the group leader.



WHO AM I LIKE

Find a person in the group for each of the following items:
(Try to use a person's signature only once.)

1. Someone with a birthday in the same month as yours _____
2. Someone with the same last initial as yours _____
3. Someone with the same first initial as yours _____
4. Someone with the same color hair as yours _____
5. Someone who has the same hobby as you _____
6. Someone who has the same favorite TV show as yours _____
7. Someone who was born outside California _____
8. Someone who does not have a middle name _____
9. Someone who has an older brother _____
10. Someone who has a younger sister _____
11. Someone who has traveled outside the United States _____
12. Someone who has never been outside California _____
13. Someone who has the same favorite sport as yours _____
14. Someone who has more than two pets _____
15. Someone who likes to sing _____
16. Someone who has gone backpacking _____
17. Someone who wears the same size shoe that you wear _____
18. Someone who would like to be an actor or actress _____
19. Someone who has the same favorite dessert _____
20. Someone who talks to plants _____

16

IMAGE BUILDING

(SELF–AWARENESS)

WHO AM I?

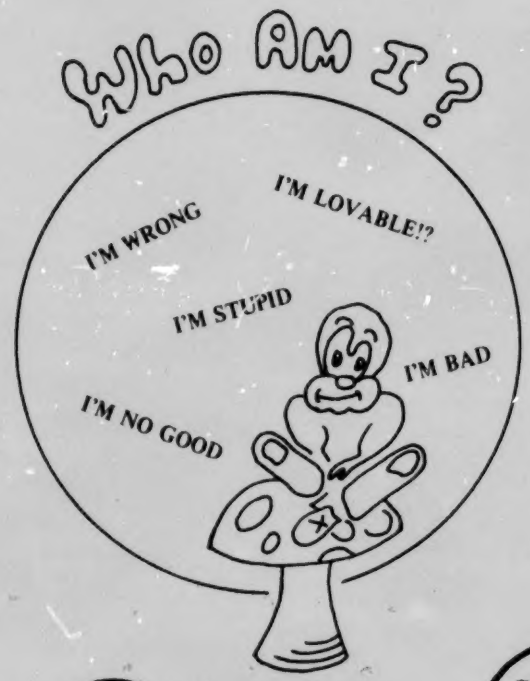
Rationale: This activity is a simple self-awareness and self-esteem inventory designed to stimulate group discussion.

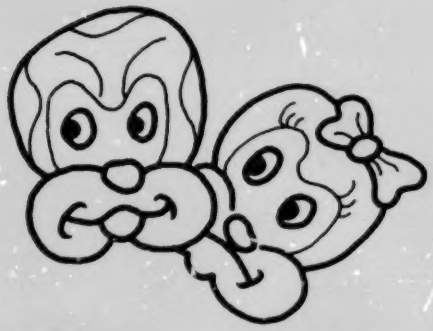
Materials: The "Who am I" explanation is designed to be passed out to aid in an explanation of self-concept. There are two alternative self-concept inventories. Generally younger students (below the 8th grade) do better on the forced choice version.

Activity: The leader first presents the "Who am I" sheet (with the 'Glop') on it. Then students fill out the appropriate inventory sheet. When this is done, begin the group portion of the exercise.

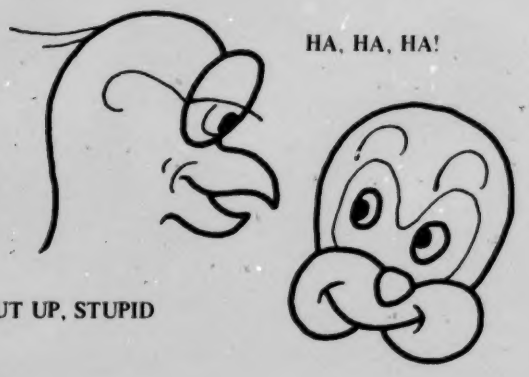
In the group, have each student begin by sharing one positive about him/herself. If the student restates the statement on the stimulus sheet, have him/her name a specific (e. g. , "I am happy." Ask the student to state when or where. "I am happy when . . .").
Have each student respond to a negative that they circled (ask for a specific). Have the student give a positive related to his/her negative (e. g. , If the student says, "I'm a failure," ask for a specific; one thing that they see as a failure). For example, it might be, "I'm a failure in math." Acknowledge him/her with a "Fine" or an "OK" without a value judgement and then ask for something that they think they do well. Rephrase your question until you get a positive - acknowledge each answer until you get the positive, then reinforce verbally. Summarize his/her failure and follow with his/her one success. Help the student to see that the circled statement of "I'm a failure" is not as black and white as it seems.

The success pattern and posi-wheel would be a good follow-up activity.





DON'T DO THAT! IT'S BAD! THAT'S WRONG!



I LOVE YOU!

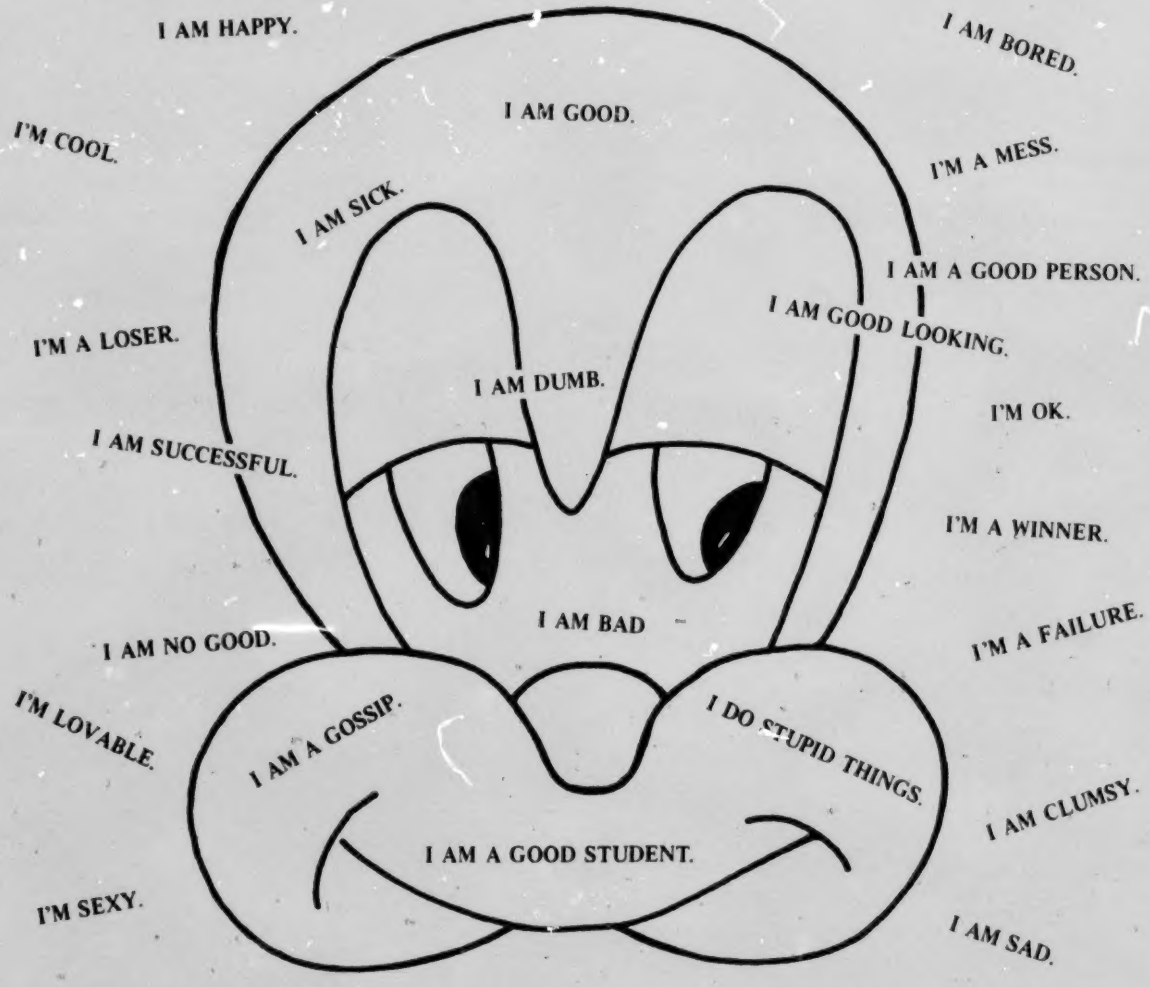
SHUT UP, STUPID

ALL THE THINGS AND PEOPLE AROUND YOU HELP TO FORM YOUR SELF–CONCEPT.
YOU CREATE A BIG IDEA ABOUT YOURSELF CALLED A GLOP . . .

After you have formed this glop, anything else that comes in is interpreted by how you have arranged this glop. In other words, all that you see or hear or feel is not necessarily what is really true, though you may think it is true because of your glop!

What you let into your glop are only those things which your glop will accept- - for example, if in your glop you think of yourself as being stupid, then only stupid statements will be allowed in and statements which say that you smart, or creative will only bounce off!

CIRCLE ALL THOSE SENTENCES WHICH DESCRIBE YOU AS YOU SEE YOURSELF



I AM A SLOW LEARNER. I AM A FAST LEARNER.

I AM NOT OK. I CAN DO SOME THINGS REALLY WELL.

I AM UNHAPPY WITH MYSELF. I AM HAPPY WITH MYSELF.

HEY, DID YOU KNOW THAT YOUR SELF–CONCEPT (how you see yourself) IS MADE UP OF ALL THE BELIEFS AND ATTITUDES THAT YOU HAVE ABOUT YOURSELF?

THEY ACTUALLY DETERMINE WHO YOU ARE- - -WHAT YOU DO- - - WHAT YOU WILL BECOME! AND YOU ARE THE ONLY ONE WHO DETERMINES YOUR SELF–CONCEPT!

NO ONE ELSE CAN CHANGE IT BUT YOU! SO WHAT ARE YOU WAITING FOR?

DO YOU NEED MY PERMISSION TO CHANGE? SO OK, YOU GOT IT!

CIRCLE ONE STATEMENT ON EACH ROW

I do stupid things - - - - or - - - - I am a good person

I am happy - - - - or - - - - I'm a failure

I am a winner - - - - or - - - - I am not OK

I am unhappy with myself - - - - or - - - - I am good

I am happy with myself - - - - or - - - - I am clumsy

I am a slow learner - - - - or - - - - I'm lovable

I am successful - - - - or - - - - I am dumb

I am good looking - - - - or - - - - I am sick

I'm cool - - - - or - - - - I'm a loser

I am bad - - - - or - - - - I'm sexy

I can do some things really well - - - - or - - - - I am a bore

I am a good student - - - - or - - - - I am a gossip

I am a fast learner - - - - or - - - - I am a mess

I'm a loser - - - - or - - - - I'm OK

I AM

Rationale: From time to time the human animal needs to sit back in a corner and ruminate about how things are. This exercise can be adapted to a group discussion, but its primary purpose is to provide the individual with an outline for doing some productive self-awareness work.

Materials: Feel free to duplicate the questionnaire that follows, or take just the items which you feel will be most productive with your group.

Activity: Hand out the questionnaire for the group to fill out. One of the relaxation exercises from the Meditation Activities Section can provide a good introduction.

I AM

+ The three words which fit me best are _____, _____ and _____.
+ What I like best about me is _____
+ Here are some of my favorite things (colors, foods, hobbies, music, books, etc.):
+ If I were to choose a song that tells how I am feeling right now, It would be:
+ This is the one thing I would like most to change about myself: _____
+ Here are a couple of ideas I have about how I can start making some changes in my life: _____
+ The most surprising thing I've found out about myself is: _____
+ And this is how I FEEL about this surprising discovery: _____
+ This is what I fear most: _____
+ I think this is the best thing to do about this fear: _____
+ These are five things I would like most to do or experience in the next month or so:

1. _____
2. _____
3. _____
4. _____
5. _____

+ And I don't think I want to: _____
_____

+ When I am really down, these are some people I can count on to understand and listen, and even try to help: _____
_____

+ If I had to be anyone else in the world, I would choose to be: _____
_____

+ I chose that person because: _____
_____
_____

+ Here are some ideas I have that might help me get some of the things I admire in another person: _____
_____
_____

+ I know some things about myself, and this is what I most want to do starting TODAY: _____
_____
_____

** ++ ** ++ ** ++ ** ++ ** ++ ** ++ ** ++ ** ++ ** ++ ** ++ ** ++ **

If you want to, save this little questionnaire for six months or so, then look it over. You might be surprised when you look back.

24

TIME – LIFE STRING

Rationale: Frequently people are so wrapped up in today's misery that they forget that they have a past and a future. The purpose of this exercise is to aid the student to recall significant and successful events in the past and to encourage positive thinking about the future.

Activity: Each student is provided with a six foot length of yarn or string and a stack of 3" x 5" cards or small slips of paper. Starting with birth or childhood experiences, they write one event on each slip of paper (preferrably in colored felt pens) and attach the papers to the yarn with paper clips. At the "now" point, a loop is tied in the string and projected future successes are added. The completed strings are then hung on the walls of the room, and the students each explain their sequences.

NOTE: This activity has required much encouragement and even some one-to-one work to get the participants over the resistance. Therefore, it is probably best used after some positive attitudes have been built up through other exercises. Videotaping students as they share their strings proves helpful in getting the sharing process started. There is usually at least one "ham" in every group.

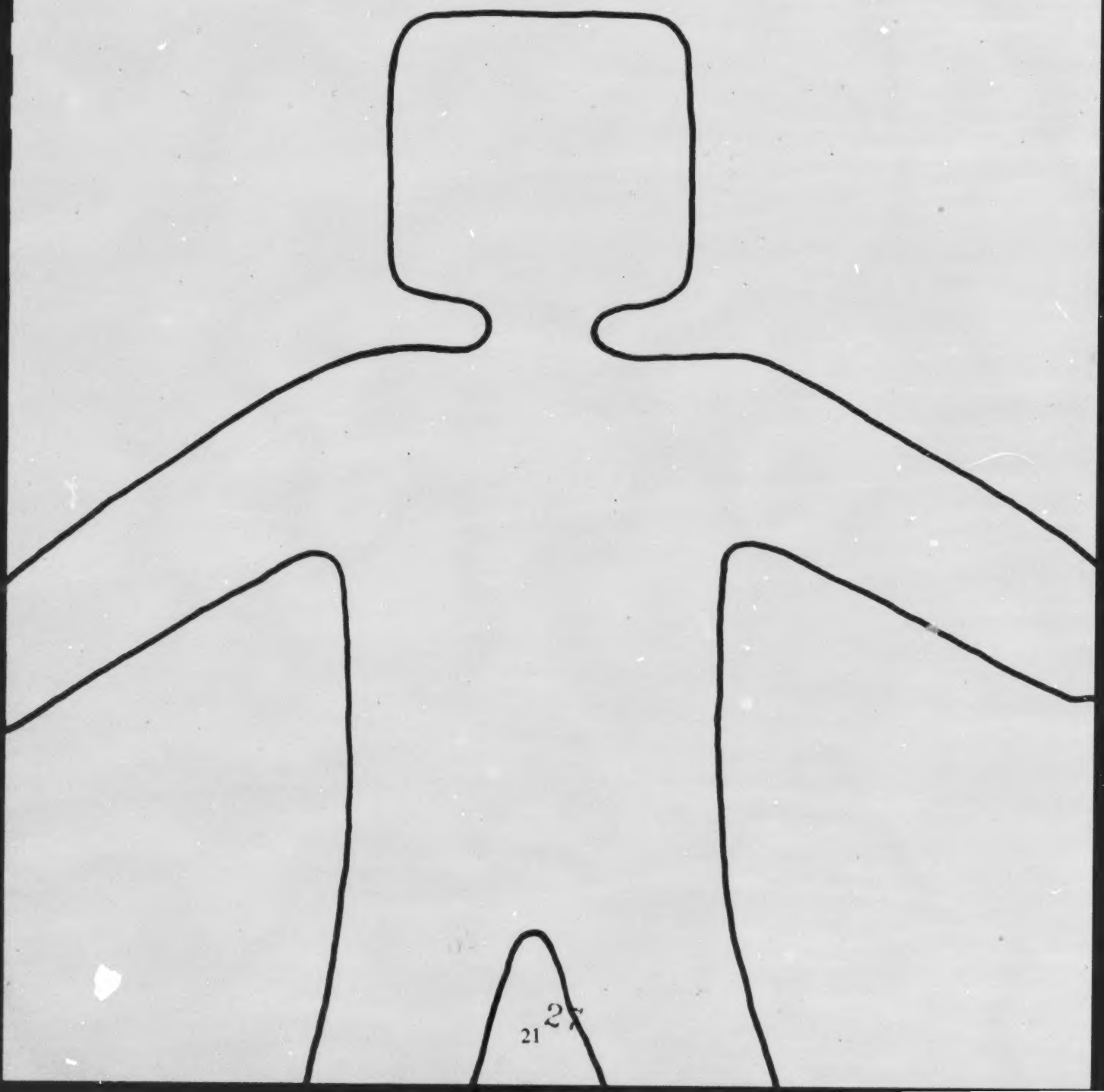
AUTOBIOGRAPHY

Rationale: This unit focuses on self-awareness through individual written work. The various suggested worksheets can be presented individually or as a packet. The packet idea has worked best except with those students who are overwhelmed at seeing more than one sheet of paper at a time.

Materials: The sample packet on the following pages provides the materials for this exercise.

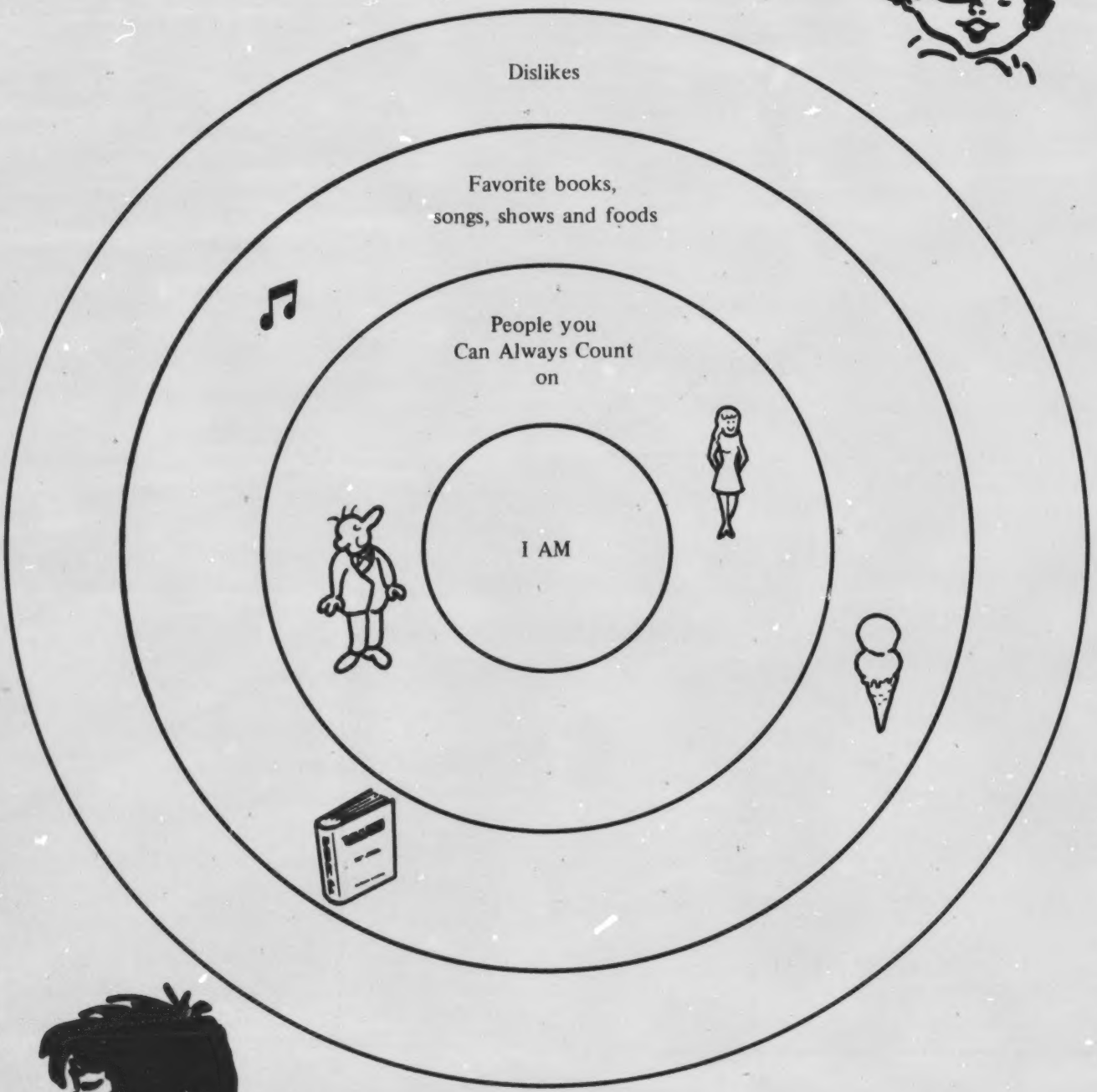
Activity: Students fill out the worksheets. Probably some one-to-one conversation will be necessary with some students. Discussion or sharing of the "Two Ideal Days" portion has proven interesting. The figure on the cover page is designed to be made into a self-portrait if the student so desires.

THE AUTOBIOGRAPHY of



PRIVACY CIRCLE

Fill in the areas of the circles with things which fit each title.



PERSONAL DATA

Name: _____

Address: _____

City: _____

Birth Date: _____ Birth Place: _____

Physical Description:

(Write your own description in the space provided. Have two other students in this class write a physical description of you as well. Include them with this packet. Don't coach them!)

Hobbies and Interests:

Family Members:

First give your definition of the word "family".

In the space provided, write a brief description of the following topics:

MY CHILDHOOD

MY FAMILY

MY FUTURE

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Life Inventory:

Name some things you really do well:

What was the happiest year in your life? Why?

What are some things you wish you could get better at?

Who Are You?

Write down ten words to describe yourself, who you are as a person:

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

Life Line

Task: Draw a horizontal line across your paper. Put a dot at each end of the line. Over the left dot, put the number zero. This dot represents your birth. Write your birth date number under this dot. The dot on your right represents your ultimate death. How long do you believe you will live? At what age do you think you'll die? Over the right dot, put a number which indicates your best guess as to how many years you will live. Write your estimated date of your death under the right dot. Now, place a star which represents where you are right now on the line between birth and death. Write today's date under this dot.

Do It Here:

This is a diagram of your life line. Look at it, study it, and think about it!

TWO IDEAL DAYS

Task: Project yourself into the future, anytime from tomorrow to several years from now, and imagine two days that would be ideal for you. Imagine 48 hours of what; for you, would be the best possible use of that time period. You can fantasize whatever you want; the only limit is the time limit of 48 hours. Write about your ideal two days. Talk about where you would be, what you would be doing, who else might be there, and so on. Try to picture what you would be doing for the full time. Go into as much detail as you can picture in your fantasy - smells, sounds, the weather, anything that plays a part.

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ON PARENTING

Rationale: The purpose of this unit is to assist the student in his/her awareness of responses to others, life-style responses (scripting), and the interaction levels of others. Most of the materials are based upon Freed's interpretations of Eric Berne's TA Theory (see references.)

Materials: We developed a multimedia approach using easily accessible materials. Slides were taken from and a cassette tape presentation developed through the material presented in Albert Cullum's book, "You Think Just because You're Big You're Right" (see references). Very strong and emotional reactions were elicited using this approach. It is basically a presentation of the "Critical Parent" (see text explanation). A discussion period immediately following the presentation is recommended. Questions related to: "Were there certain things in the presentations that you have experienced in your own lives?" "Can you think of a time when you played the critical parent with your brother (sister), friend, or each other?"; "How do you feel when someone acts as critical parent toward you?"

The supplementary materials in this unit were designed to aid you in presenting the TA concept to your students. A review of the basic concepts of PAC (TA) is beyond the scope of this text; however, Freed's book on TA For Teens is an excellent eye opener for the beginner and advanced alike.

An excellent exercise for the development and understanding of the nurturing parent, adult, and child concepts is to have your students cut out examples (pictures) of these ego states from magazines and develop a collage or wall mural.

Emphasis should be placed on the fact that none of the ego states is inherently negative and that we may all exercise anyone of them at any particular moment. (The danger lies in the fact that we may get "stuck" in any one manner of response.) To be stuck in a particular ego state results in not having your life work for you. For example, to be in an adaptive or rebellious child state (see text for explanation) could create the cycle of school failure, run-ins with the law, and Juvenile Hall - Ranch placement; to be stuck in the adult might lead to lack of friends through your insensitivity; to be stuck in the natural child might lead to never holding down a job or never taking on responsibility; to be stuck in the parent state could lead to being seen as too critical or always rescuing people, thus putting them down by assuming that they are incapable of helping themselves.

In short, if things or relationships or experiences in your life don't seem to be working, one might look to see what ego state you might be stuck in.

Activity: Parent Role Play (open chair) - Form a circle with everyone sitting down. Two chairs facing each other should be placed in the middle of the circle. Mark one chair with the name "Sue" and another with the name "Dad." Two students will sit next to the chair marked "Sue" and will role play the daughter. A spot will be marked off to the side and labeled comments. Any student in the outside circle can quietly come into this square and take part in the role as either of the two players, or he/she can make a comment. Before the role-play begins, the teacher must declare that he/she will terminate the role-play somewhere along the line before any resolution- -this limits the possibility of stagnation and prevents resolution, thus leaving the role-play open ended, supporting more meaningful discussion (i. e. "How might this have ended?", "What might have happened next?", "What might Sue have said to help her father understand?", "What might the father have done to communicate better?" etc.). Present the situation below. Pick the players or make up your own and have at it!

Sue has a boyfriend who is older than she (he's 19). He is a fun-loving boy, likes the girls, smokes a little pot on occasions, wants to go to a trade school, but is just bumming around for a while enjoying his youth and freedom. This boy (Jack) has an apartment of his own. Jack has asked Sue to go up to Lake Tahoe with him and the gang for the weekend. Sue reasons that her father would not say yes to going with Jack, but because some of her own friends (one who has a car) are going up to Tahoe also, she thought that her dad would let her go with them. In this way, she could be with Jack and her father would feel better thinking she was going to be amongst her friends. Sue is 15 years old with her 16th birthday coming up in another month. Sue's father is a hardworking, conscientious man who works hard to support his family. He is a bit on the authoritarian side and believes himself to be the boss of his own household, though he is willing to be fair or as fair as he thinks is right.

MORE IDEAS ON PARENTING

Nurturing Parent

Sympathetic, protective
"That's too bad, but don't worry about it."
"You can't play on this busy street, it's dangerous."
"Now don't cry. Anyone could make that kind of mistake."

Prejudicial Parent

Opinionated, often irrational
"Boys shouldn't wear long hair."
"Girls should be sweet and quiet."
"Kids should respect their elders."
"Kids should be seen and not heard."

This parent is often critical, bossy, know-it-all.

Conflicting Inner Dialogue

Many people suffer from a struggle between a top-dog parent ego state and an under-dog child ego state. This leads to what is called "self-torture game." One part of you talks to the other part and says, "You should be better, you should not be this way, you should not do that, you shouldn't be what you are, you should be what you are not."

This creates tension and confusion.

Critical Parent

"I'm no good." - - - - "You're no good!"
"Nobody really cares for me, but then I'm not worth caring for."
"I'm stupid." - - - - "You're stupid."
"I'm ugly." - - - - "You're ugly."
"I can't do anything right." - - - - "You can't do anything right!"

We learn to value what our parents value - - We develop a conscience through our parents. How we think of ourselves, and therefore, how we treat ourselves and how we treat others comes from our parents.

FOR WHAT WE ARE, DAMN OUR PARENTS
FOR WHAT WE ARE GOING TO BE, DAMN OURSELVES

Reparenting

Look at the negative parent messages inside of you. What are some of the alternatives? Find a parent model who seems to fit the alternatives. Look at several parent models (e.g. teachers, counselors, people in supermarkets etc.) and write down those parent messages which seem positive and helpful.

*See Reference Section, item 4

Parent, Adult, Child

INSIDE EACH OF US

ON BEING YOUR CHILD

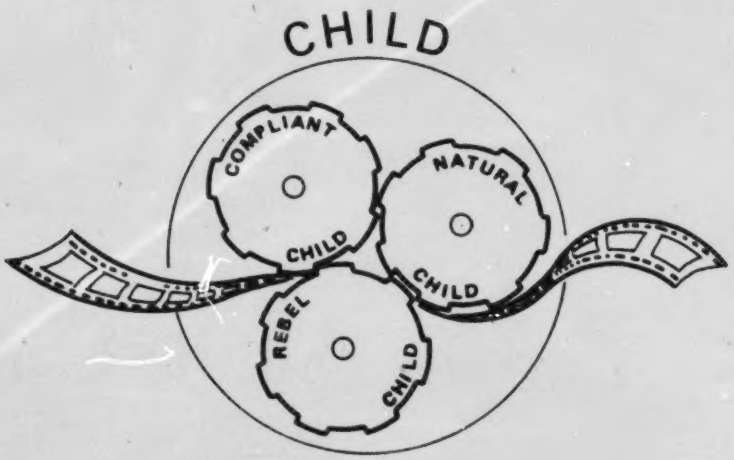
Rationale: This unit was designed to aid students in getting in touch with the child in themselves. Though a young teen may be conscious of his/her social status of child, he/she is usually stumbling toward maturity and loses touch with the ever present part of himself/herself (as with us all), which is still a child.

Appropriate contact and release of one's child can be critical to the maintenance of a balance between ego states. The goal of this section is to increase awareness of the consequences of responding from any one ego state. As with the other units, no attempt is being made to present a comprehensive study of transactional analysis. That is beyond the scope or intent of this program.

Materials: Several 3" x 5" cards, supplementary materials provided in this unit, bubblegum.

Activity: It is suggested that you review the three basic ego states using the "I should," "I think," "I want" sheet provided. The first part of this activity is an introductory monologue delivered with appropriate periodic blowing of bubbles. Use the outline below and information from Freed's TA for Teens.

Encourage the students to share their experience of the three parts of their child states. You may want to act out or briefly role-play each of the three parts of the child in order to reinforce these concepts.



The child is our feeling place. It is the fun place, the sad and happy place, the scared, tearful, and angry place, the caring and loving place inside us. Some have described the child as the foundation upon which our dreams and nightmares are based. Briefly there are three parts to the child; compliant, rebel, and natural.

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The compliant child learns the rules and does what society says to do, regardless of whether he or she wants to or not. Examples: "Okay, if you say so," "Whatever you say."

The rebel child is defiant and reckless, non-conforming, and will usually do the opposite of what he or she is told to do or of what is expected (very negative). Examples: "No, I don't want to," "This is stupid. I won't do it," "Stick it in your ear, turkey!"

The natural child is imaginative, spontaneous, does pretty much what he or she wants, and is fun-loving. Examples: "Oh well, let's forget it and go to a party!" , "I'd rather be drawing than doing this arithmetic." (See the enclosed page of ego state examples.)

The following vignettes for role-play should be typed on 3" x 5" cards. A card may be selected at random and two people chosen to act out the role-play while the class has the task of determining what child part is being portrayed. The card is given to one person who plays the part of an adult ("grown-up".) This person is coached in private by you or your aide. The other person is to play-act stomping up and down on a bunch of begonias (it is o. k. to roll around on the floor and pretend they are tearing the the flowers up by the roots.) The more dramatic the better (the class humorist would work well.) After rehearsing his/her part, the person with the card approaches the begonia stomper and goes into his/her routine. Have the audience yell out the answer.

NOTE:

There are two cards dealing with the two parts of the parent ego state which can be used to reinforce previously learned material (from the parent unit) or to serve as awareness boosters. (This forces them to attend to what is going on.)

A child has just run through your yard and ruined your best begonias. You are on your way outside to take care of the problem. You are a ***rebel child*** and you show it by doing the following:

1. Jump up and out of your chair quickly.
2. Put your hand on your hip, flex your knees, and tilt your body in the other direction.
3. Walk out the door like a smart aleck looking for trouble.
4. Walk over to the child and grab him/her by the shirt around the throat.
5. Have a smirk on your face.
6. Speak in slang, with short challenging statements (Hey turkey, watcha doin' in my begonias?)

A child has just run through your yard and ruined your best begonias. You are on your way outside to take care of the problem. You are a ***natural child*** and you show it by doing the following:

1. Leap up and out of your chair as if floating.
2. Throw your arms up in the air.
3. Open your eyes and mouth as if in delight.
4. Bounce out the door and over to the child.
5. Speak rapidly in a high, excited voice.
6. Be enthusiastic and show a desire to join the child in trampling the begonias. (I'm so glad you're killing these flowers. I've hated them for 20 years.)

A child has just run through your yard and ruined your best begonias. You are on your way outside to take care of the problem. You are a ***compliant child*** and you show it by doing the following:

1. Hunch your shoulders slightly.
2. Hold your hands in front of your chest and wring them as you walk.
3. Wrinkle your brow.
4. Walk slowly and hesitantly.
5. Speak as if unsure of yourself.
6. Do not speak with authority - ask questions. (Ah, did you ruin my begonias? Oh, I thought I saw you from the window.)

A child has just run through your yard and ruined your best begonias. You are on your way outside to take care of the problem. You are a ***controlling parent*** and you show it by doing the following:

1. Clench your teeth together.
2. Clench your fists.
3. Hold spine and neck stiff and erect.
4. Walk with large, rapid steps.
5. Shake fist and finger at child.
6. Speak in judgmental terms - - say should, good, bad.
7. Your voice shakes.

A child has just run through your yard and ruined your best begonias. You are on your way outside to take care of the problem. You are a ***nurturing parent*** and you show it by doing the following:

1. Allow your arms to hang down at your side.
2. Walk with smooth, even steps.
3. Kneel to the child's level and place one hand on his shoulder.
4. Tilt your head toward the child.
5. Speak slowly and gently.
6. Ask nicely why the child did it. Suggest that he/she help you straighten it up.

EXAMPLE TRANSACTIONS (predicted)

(If the statement is . . .)

STATEMENT: 1. I will not! (Rebel child R. C.)

RESPONSE:
- a. Okay, if you say so. (Compliant child C. C.)
- b. Oh yes, you will. (Controlling parent C. P.)
- c. Oh well! Let's forget it and go to the party! (Natural child N. C.)
- d. If you don't, I'll knock your block off! ! ! (Rebel child R. C.)
- e. There, there, it's o. k. (Nurturing parent N. P.)

(Informational question)

STATEMENT: 2. How do you get to highway 80? (Adult)

RESPONSE:
- a. You should have gotten a map. (C. P.)
- b. Here, follow me and I'll show you. (N. P.)
- c. What're you askin' me for? (R. C.)
- d. There's lots more fun places to go! (N. C.)
- e. I'm afraid I'll tell you wrong, you'd better ask at a service station. (C. C.)

STATEMENT: 3. Sit down! (C. P.)

RESPONSE:
- a. You have no right to tell me that. (C. P.)
- b. I will not. (R. C.)
- c. You shouldn't get so upset. It'll be all right. (N. P.)
- d. (Person sits in garbage can). (N. C.)
- e. Okay. (C. C.)

STATEMENT: 4. I'm so sorry that you fell down. Let me help you with a band aid. (N. P.)

RESPONSE:
- a. Oh, thank you. (C. C.)
- b. Be sure you put it right over the cut. (C. P.)
- c. Don't touch me. (R. C.)
- d. Oh, it hurts, it hurts. (N. C.)
- e. That's so nice of you to help, here let me make you more comfortable. (N. P.)

STATEMENT: 5. Okay, I'll have to hurry; but if you say you need it, then I'll do it. (C. C.)

RESPONSE:
- a. It better be there - - or else. (C. P.)
- b. That should include both sections I and II. (Adult)
- c. Oh good, because if it's late, we're both in trouble. (C. C.)
- d. I'd rather play tennis. (N. C.)

GUIDED AWARENESS (FANTASY)

Rationale: This exercise is designed to strengthen the power of the mind to create, teach self-awareness and self-acceptance, and to allow students to experience the effect of meditation and self-directed relaxation. It should enable the student to find some privacy in a not so private world.

Materials: Record player, a record which fits your story (preferrably instrumental), and a candle, if desired.

Activity: Have the students form a group. Use a table and chairs as these tend to make the experience less threatening when students have an imagined security field (table) between them and others. As they become more aware and open, they may not need the table support and may eventually be able to sit on the floor, close to one another.

Note: This is known as systematic desensitization through selective approximation.

Turn out the lights (this decreases external stimulation and fosters increased attentiveness) and light the candle which you have placed at eye level in the center of the group. Have them look at the candle critically and elicit responses regarding its structure (a little prompting may be necessary). Have them stare at the candle for about 30 seconds, then have them close their eyes. Have someone share with the class what they see when their eyes are closed. (You may want to search for varied responses by asking if there is anyone who sees something a little different.)

Have them take a deep breath and hold it until you say exhale. Have them attend to the feeling in their arms, hands, and chest after they exhale. Do this exercise about three times. Ordinarily this will be enough for them to relax and to be responsive. Acknowledge the act of relaxing and getting in touch by saying, "Fine, thank you" after each exhale. (By doing so, you are acknowledging them for whatever they experience. Experience has no standard. It exists autonomously, supported only by an experiential model for acceptance from you.) An alternate relaxation exercise might be to have students mentally get in touch with parts of their bodies. (From one end to the other. It makes no difference. Just try to follow some line of continuity.) Acknowledge each relaxed body part. This alternate exercise does take a little longer and could conceivably be used as a separate unit on relaxation.

Begin by explaining that you are about to go on a **journey** ("Trip" may have deleterious effects), and that you are to be their guide. The only voice they hear will be yours and all other sounds are to be taken into their minds as though they are the creators of the sounds.

Start your record and begin the journey. The following is an example of the type of fantasy often used. Note that it is designed to elicit physical and emotional sensations. It is wise to not over emphasize powerful emotions such as fear, depression, hatred, etc. Don't dwell on any one emotion or sensation. Just give them a taste for it. Always bring them back to reality. Have them open their eyes and focus on the candle. Slowly increase the light in the room until illumination is normal. Responses can vary from very mellow to highly excited. Accept and acknowledge whatever happens. It's their experience and it's your experience of what they get. It is all very valuable.

GUIDED FANTASY EXAMPLE

Note: For dramatic effect, pace your reading with the record.

Imagine yourself standing on a cliff high above a beach watching the surf roll in over the sand. As you gaze far out to sea, feel the incredible power of the watery world around you. A slight breeze brushes across your face and lightly blows the hair about your ears.

Looking up, you see the white and gray forms of seagulls, soaring and swooping through the sky. You can hear their lonely cries as they glide upon the wind. And you are all alone! (Say quietly, as a whisper.)

You close your eyes and lift your head to the sky and the wind blows harder around you. You begin to lift up from the ground - straight up until you're above the cliff, the beach, and mingling with the birds. You begin to soar and glide with the feeling of incredible open space around you. Now curl one arm around your chest and dip your head and feel yourself hurtling toward the water. Faster and faster you plummet towards the earth, so fast that the wind begins to howl in your ears and your eyes begin to water. (Speed up the tempo of your voice.) At the last moment you spread out your arms, lift your head, and arch your back and skim across the water with the waves spraying water with the bitter taste of salt across your face. And up your soar! (Relax your voice at this point.) It's all yours! (Emphatic whisper.) A total feeling of freedom. A freedom to be whatever you want; to soar through the sky at your own will. Feeling alive and in control of everything about you, inside you. You find yourself holding your breath, then letting it out in one big sigh. Demonstrate this by doing it yourself.

While flying along, still feeling an inner peace, you see a large cloud ahead. You fly on towards it, getting closer and closer. Only a few feet from it, you feel as though you could almost reach out to this cloud and stand on it. So ever so carefully you put out a foot and it does, it does hold you! You begin to walk across this wondrous and mysterious cloud which seems like walking across a large, wet sponge with swirls of cotton whirling about your ankles. You come upon a wide, white marble staircase leading into a cold swirling mass above you. Carefully you move onto the first step and climb into the mist. Soon all about you is a wet, swirling mass, getting colder and wetter as you climb. Soon you can no longer see the marble steps and you begin to fear falling off the edge. You climb on. Higher and higher. Will it never end? You notice it getting warmer and before you, you see an amber glow, a misted vision of light just as though it were a candle flame seen through eyes wet with tears. The coldness is gone and you come upon a green jungle of palms, ferns, and hanging vines. Strange birds call to each other and patches of red and yellow flowers assault your eyes.

On a path, leading from where you stand and up a hill with a cascading waterfall, you see someone walking towards you. You feel no fear, for you know this person and feel incredibly safe and joyous with him. (Pause here to allow them to create someone.) It is getting late, the sun is beginning to set and dim all the colors about you. It's time to go, and you feel yourself running back down the stairs, through the warmth, then the cold, and out over the cloud, with your feet sinking deeper and deeper into the swirling mass! You dive over the edge and glide in an ever tightening spiral towards the earth. Down through the clouds and amongst the birds you go while over your shoulder the sun settles into the sea. Above the cliff again you reach out with both feet and once again touch the earth. Quickly you find the path leading to the beach and tripping and stumbling you make your way down as the shadows cast by the setting sun begin to play tricks on the rocks about you. Out across the sand you run until you find yourself at the edge of the sea. You're just in time to see the last fiery glow of the sun as it settles out of sight. And ***you*** are all part of it, with the knowledge that you have more power than you ever had before. It's ***your*** world and ***you're*** part of it.

Now, slowly open your eyes and look at the flame of the candle. Bring the room and all the people in it back into your awareness (open shutters or curtains slowly before turning on overhead lights.)

Note: Point out that everything that they might have felt or heard was created by them and that all these things they learned about in the real world, and that this was only a fantasy world. "It's all out here when you want to look for it."

MEDITATION ACTIVITIES

Rationale: The intention of this unit is to provide simple relaxation and meditative exercises designed to aid the student in gaining more conscious contact with his/her inner self. It is also an opportunity for the students to develop a more specific awareness of the world around them. These exercises have also been found effective in reducing anxiety based anger (psychobabbley known as "angst").

Materials: Candle (about 40 cents per box of four), assorted natural materials (leaves, walnuts, rocks, cherry tomatoes, lemons, whatever.)

Activity: All exercises should be done in a circle either sitting in chairs or on the floor. The following three suggestions are primarily pre-meditation relaxation exercises and could be used as an introduction to almost any group or activity.

HINT: Try them before a math or social studies class, after P. E. or lunch, or before beginning class in the morning.

1. **"Emptying the Vessel" Exercise**: Have students sit with their backs straight and their palms face up in their laps. This is done to aid in consciousness (as opposed to falling asleep) rather than for any mystical reason. Have the students close their eyes and find a spot between their eyes and just above the bridge of their nose. (This is done to facilitate a beginning awareness of the inner self. It also gains their attention.) Have them imagine themselves as a glass container in the shape of their bodies. They are to think of themselves as completely transparent and full of an orange liquid. Have them imagine that this liquid represents all their tensions, uptightness, frustrations, and fears. On their hands and feet are small valves designed to drain all the liquid from their bodies. Have them open the valves on their hands and feet and drain out the orange liquid. Begin from the head, moving downward across the shoulders and out each arm. The rest is drained slowly from the chest downward and out through the feet. Have them relax each part of their bodies as all the tensions drain away. After all the liquid is drained, there will be some residue sticking to the sides of their body (jar). Have them imagine hundreds of tiny people with window squeegees scraping out the inside so all of the tension drains away and there is nothing left. After this, have them slowly fill themselves up with warm and soothing hot chocolate. Have them attend to the feeling of the rising warmth within them. Bring them back by having them attend to the spot between their eyes and then, at their own pace, open their eyes.

HINT: In coming back to the awareness of the room, you might have them envision the room and the people in it before opening their eyes. You might also ask the color and size of the spot between their eyes before you begin the exercise.

2. **Find-A-Spot**: Have the students find a spot between their eyes ("Eye of God" in ancient TM, or "security space" in contemporary TM). Have them find a spot on one of their shoulders (acknowledge each spot by saying "fine, good, OK, thank you"), on one arm, and then the other. (Note there is no left-right designation. This is done to limit confusion for those who have difficulty with left-right discrimination - there is a surprising number of students who have this problem). Move down the body having them find spots (elbow, wrists, hands, waist, thighs, calves, ankles, etc.) and relaxing these areas as they go. Use similar ending exercise as outlined in No. 1.

3. **Tension-Relax-Tension**: Have students get in touch with the feeling of tension vs. relaxation by placing the palm of one hand against their forehead and pushing steadily with both hand and head (about ten seconds). They should **slowly** let off pressure while noticing the feelings in their arms, head, and neck as the pressure is let off. Have them return their hands to the palm up position in their laps and attending to the spot between their eyes. Have them, with their eyes closed, roll their eyes up and back until they can feel the strain at the top of their eyes. Hold this about ten seconds and slowly relax them back to the normal position; then relax into the palms up position. If space permits, they can lie down on their backs and tighten all the body muscles simultaneously and then relax them. Have them come back to the sitting position within 30 seconds after completing this exercise. Any tension-relax exercise would work here, so be creative and go to it!

IMAGE BUILDING

(GIVING AND RECEIVING)

The following exercises are examples of meditative activities. Before each session you might use one of the previous relaxation activities.

1. Have students sit quietly and just focus on the spot between their eyes. Encourage them to notice the color and size changes in the spot and the various twitches, hot and cold sensations, or pain feelings throughout their bodies. They are not to try to change or supress them or fight them, just let them be there and notice what they do. If they have to scratch an itch (a nose itch is a notorious concentration killer!), have them just experience it without acting on it. Have them notice the feelings of frustration and the ticklish itch alone. Have them notice what happens to them without outside noises or laughs and twitters from inside the room (e.g., tightening of muscles around the jaw, chest, arms, or hands; the urge to tell someone to shut up, etc.).

2. **The Candle Exercise**: This exercise is the same as outlined in the "Guided Fantasy" unit.

3. Have your students lie on their backs with their feet together toward the middle of the circle and their arms outstretched and overlapping the hands of the person next to them. (This is an alternate form of the "Silent Circle" exercise as outlined in the "Group Positive Activities"unit). Have them send (through thought) positives around the group in a clockwise (think left) direction. Have them note the heat (warmth) generated about their hands during this exercise (nothing mystical here either. Just 98.6 body temperature multiplied by two hands. It is an emotional up-lifter, however).

4. **Psychedelic Thread**: Have students touch or hold hands, shoulders, feet, knees, or whatever seems to be the least threatening contact for members of the group. They should then imagine a shimmering, brightly colored beam of laser light or thread emanating from the spot between their eyes (eyes closed) and attaching itself to the crown at the back of another person's head. Have them visualize these threads or beams shooting from one person to the next all over the group. See if they can get in touch with each other. Whatever comes up in their minds, have them keep it to share with the group after the exercise. Note that activity No.5 presented in the "Group Activities" unit is similar to this exercise and might be used and referred to before beginning the above.

5. **Object Concentration**: Give each person a bag (sandwich "baggies" work well) with a piece of lemon, a cherry tomato, walnut, leaf, rock, and a piece of wood inside. Have them concentrate on texture, specific detail, feel, smell, and taste of each object. You should lead this exercise and get into a detailed description as you experience each object. They are to be silent during your monologue, while getting in touch with their reactions to the objects.

REMEMBER that these exercises are intended to assist the student in getting in touch with himself/herself and his/her environment and are not designed to teach the principles of Hindu Philosophy. All experiences have realistic significance and serve only the above defined purpose. They should not be presented as a metaphysical exercise.

For further ideas, consult the reference section for "Meditation with Children".

WARM FUZZIES

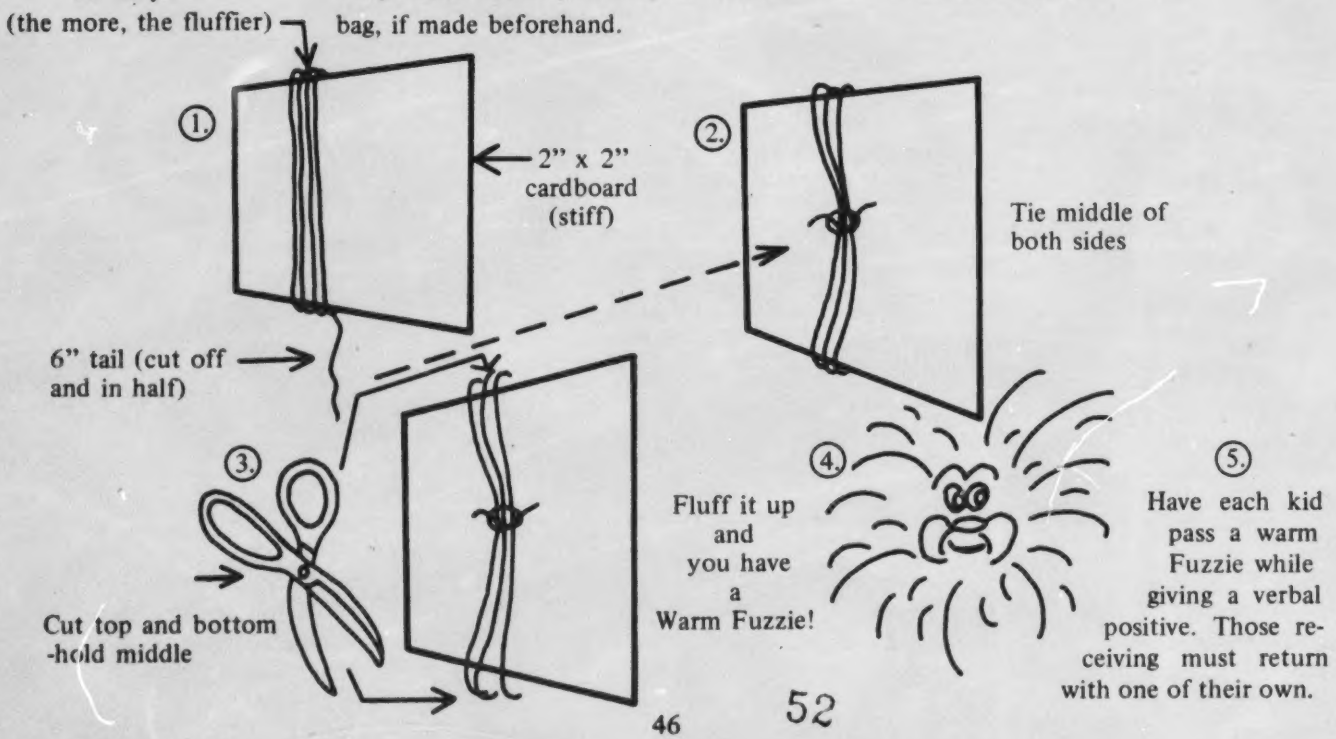
Rationale: This exercise is designed to promote positive awareness as reflected by others; awareness of positive reciprocity. It is an exercise to practice the art of giving and receiving positives.

Activity: Using the graphics provided (or your own if you are so inclined), provide the group with a prologue about warm fuzzy and cold prickly statements. Then read the Warm Fuzzie Story. After the story and perhaps a short discussion, have the group make their own Fuzzies and when finished, pass them to another person with a verbal positive. The one receiving must return with one of his/her own. Experience has shown that having the group get up and do this while walking around is more effective than sitting in a circle and passing to the one seated on the right or left.

Materials: Lightweight yarn (bright yellow, orange or variegated), 2" x 2" piece of cardboard, scissors, a sharp rock or steel wool (to represent a cold prickly, which you may pass around in demonstration), Warm Fuzzie Story, a paper bag, and a smiling face!

Fuzzie Directions

They make 'em or you do prior to class. Place all fuzzies in paper bag, if made beforehand.



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A WARM FUZZIE STORY

There was once upon a time so very long ago before jets, television, and men walking on the moon, in a far off land called Atlantis a happy people full of joy and giving.

The Atlantians, as they were called, spent most of their days pulling small, warm and fuzzy balls from the sky and giving them to each other. These little fuzzy bundles would just appear before a person everytime that she or he would think of wanting one, and all an Atlantian would have to do is reach out and take it. Never in the history of Atlantis would a person think about a fuzzy without one appearing before him. Fuzzies were plentiful and would always be there.

Yes, everyone in Atlantis would be walking around with several fuzzies on them. It was like everyone had a soft, warm jacket to wear.

One beautiful day (all days were beautiful on Atlantis, and this particular day was especially beautiful) a salesman (called a tinker in those days) walked into one of the Atlantian villages, called Ness, and noted that all the people in this village seemed to have everything that they wanted. He tried to sell his wares, which consisted of cold steel, cold cuts, and cold-pack cheese. But no one had any use for any of his stuff.

Now how was a tinker to make a living if he could not sell his wares? So he reasoned that there was too much warmth in the town of Ness and that he would have to make the warmth become a little more scarce. Besides, if warmth was scarce, then he might be able to sell it and make even more money!

So he stood up on a box, which was filled with all his cold stuff, and yelled out to the people around him, "Good people of Ness. Come to hear me for I have come to warn you about a most troublesome danger!" And the people began to gather about him, some of them looking a little worried. He then said, "Look at me. I am a poor, down trodden tinker. Do you want to know why?" And he reached in the air for a fuzzy ball, but none was there. "The fuzzies no longer come for me. I reached so often for them that I finally used them up. I wasted all my fuzzies and now I'm cold and poor!"

"My Gawd", said one of the people, "That can't be true!" "Why have we never heard of such a thing?" yelled another. "Because the village elders did not want to frighten you," said the tinker.

The people began to walk away, shaking their heads and laughing at the tinker because everyone knew that fuzzies never ran out. But then they thought, they did run out for the tinker. The seed of doubt had been planted as the tinker knew it would; and he went back to his trailer to start making a bunch of fake, plastic fuzzies which he could sell at the market place when the real fuzzies started running out.

Soon people started to slow down and didn't reach for fuzzies as often, just in case the tinker may be right. Very curious and disturbing things began to happen. Husbands began to worry when they saw their wives reaching for too many fuzzies and giving them to their children or to their friends. Because if (and mind you, just if) fuzzies could run out, the husbands didn't want them wasted on someone else. The wives also began to get jealous when they noticed their husbands reaching for too many fuzzies and their children gave far too many away. They would have to learn to be more grateful and give them only to those who really needed them, like their mommies and daddies for instance. I mean, it just wouldn't do for children to run out while they were so young and with their whole lives ahead of them.

Soon people were seen walking around town with very few fuzzies on them. It became very cold in Ness. In fact, it was a very cold Ness indeed! One day, a big sign in the marketplace declared, "Fuzzies For Sale, Cheaper By the Dozen. Just like the real ones! You can't tell the difference."

The people flocked to the market where the tinker was selling his plastic fuzzies by the thousands. He was going to be rich! People could save the real fuzzies, no one would know the difference and it would get much warmer. People started to give each other the similar fuzzies, but they didn't feel quite the same, and it was still very cold.

The coldness of Ness began to spread to other towns and villages until it was so cold that the very weight of all the ice on the ground started to make the land of Atlantis sink. It sank so far that the ocean crept up and began to swallow more and more land, more and more towns, until the whole country disappeared beneath the water.

Only one person survived. The tinker, who had made so much money that he built a boat and sailed off to a distant land. He reasoned that there must be other lands where he could sell his fuzzies. And who was to stop him? Who do you think can stop him? How do you think it can be done? Think about it . . . . .

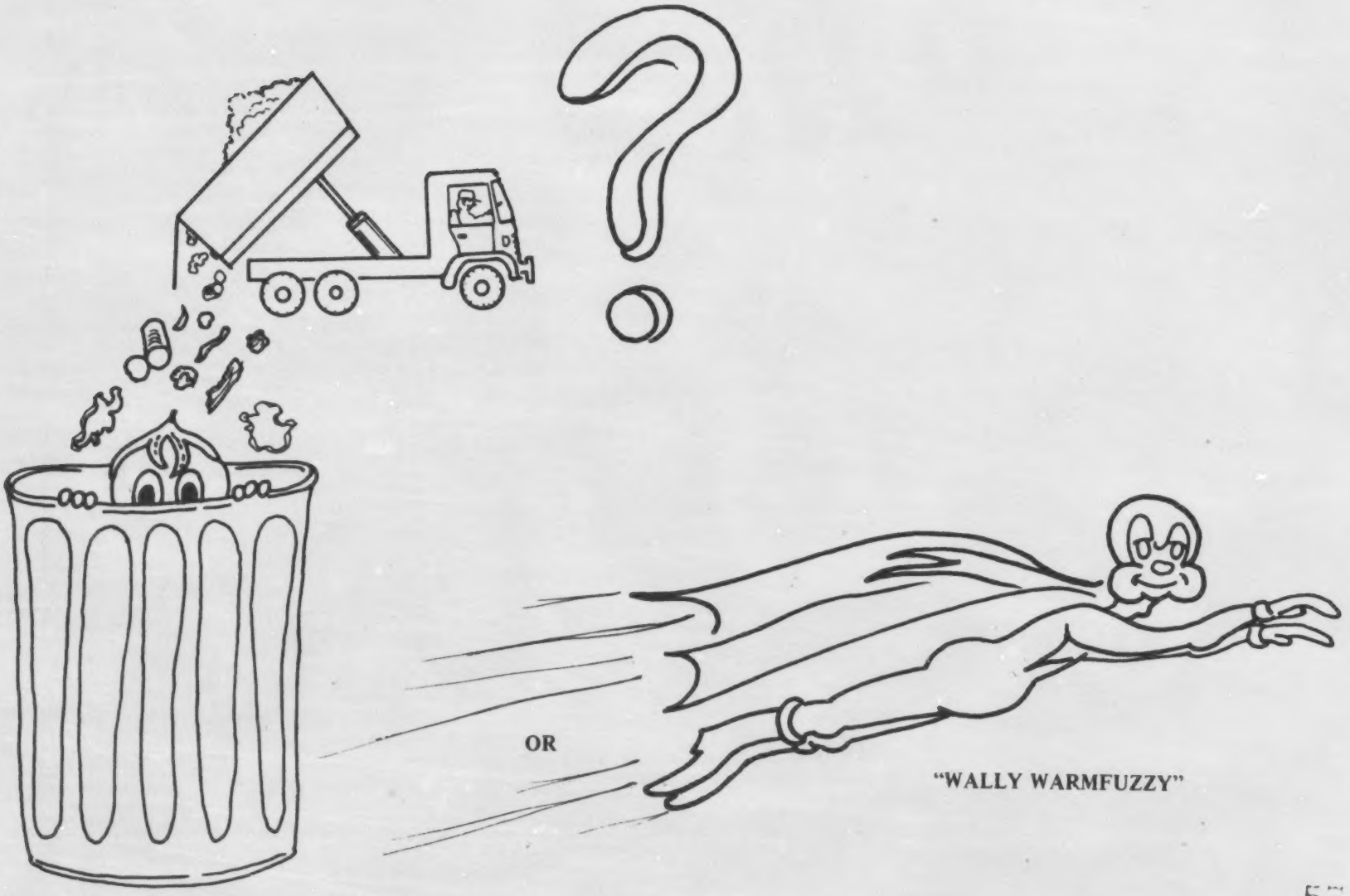
Bob Cole
1977

WARM FUZZY

HEY, YOU'RE ALLL RIIIGHT!
I LIKE YOU!
YOU'RE COOL!
YOU LOOK NICE!
YOU MAKE ME FEEL GOOD!
YOU'RE BEAUTIFUL!
YOU DID THAT REALLY WELL!
I LOVE YOU!

COLD PRICKLY

SHUT UP!!
STICK IT IN YOUR EAR!!
HEY, TURKEY BREATH!!
YOU'RE NOT SO HOT!!
YOU LOOK HORRIBLE TODAY!!
HEY, ZIT FACE!!
I HATE YOU!!



"DORIS DUMP–ON"

OR

"WALLY WARMFUZZY"

COMPOSITE PORTRAIT

Rationale: The non-verbal student finds this activity easier to participate in than in some others. The exercise also necessitates cooperative interaction.

Materials: Six foot length of butcher paper with outline of human figure drawn on it. Various colored felt pens or crayons.

Activity: The object of the exercise is to create a picture incorporating at least one feature from each member of the class. Thus, the best nose goes on from girl A, the best left eye from boy B, the best right eye from girl C, and the best hands from boy D, etc. As with many other activities, the composite picture may start off slowly, but if the leader refrains from being too directive, it will probably generate enough energy to involve everyone.

Hang the completed picture on the wall for at least a day.

GROUP POSITIVE ACTIVITIES

Rationale: Once the basic concept of positive statements is grasped, a number of different activities besides "Warm Fuzzies" can be used to "practice" this skill. The activities below can be used as group warmer - uppers or for closers. If materials are needed for an exercise, they are mentioned in the text.

1. **Silent Circle** - In a circle (on floor or in chairs) have the people join hands. Then, have them think a positive about the person on their right (or left) and squeeze their hand as they think. The next person does the same and so on. Go around at least four times or longer if time permits and students can stay with it. Comment on the positive energy you feel being created in the room.

   HINT: A darkened room might be helpful.

2. **Left-Right Verbal Positive** - Have the members of the group give a verbal positive to the person on the right or left, and pass it on around the circle. If a negative is given, ask the person who gave it, "Was that a positive?" The student may insist that he cannot give a positive, or that he or she cannot think of one. If it is the former, you might say, "Fine, I know you think that you cannot give a positive. Is it because you can't think of one?" If the answer is "Yes", then prompt him/her (e.g., how about his/her hair?). If the answer is "No", then say, "Fine, and I would like you to give a positive." Persist with this until the student gets that what you want is a positive (don't worry about the other kids for they will be learning through your dialogue with the student). Try to prevent placing the student on the defensive. Your only concern is to assist him/her in realizing that **all** you want is a positive statement (you need not be committed to having the positives going all the way around the group. He/she need not feel that he/she is holding anything up. The only consequence is the giving of the positive. Stay with him/her and you will be helping everyone). Note that the positive given need not be felt by the person who is giving it (don't communicate this, however, for obvious reasons).

3. **Behind My Back** - Have a volunteer sit in a chair with his/her back to the group. The group then talks *positively* about the person. When finished, you might want to discuss how the student felt about this. You may want to do more than one if time permits.

   HINT: Caution the kids that only positives are to be given and that everyone of them will have the opportunity to sit in the chair at some time or another.

4. **Bombardment** - As a variation to activities No. 2 and No. 3, choose a volunteer; then go around the group and have everyone say a positive about the person. Do as many people as time permits.

5. **Positive Web Spinning** - With a large ball of yarn, (a skein should do it) hold the free end and toss it to someone in the group circle while giving a verbal positive (e.g., "I like your hair, it's very pretty"). Each person holds onto a piece of the yarn and tosses it to another while saying a positive and so on. The resulting design of intertwined threads can be quite beautiful, which tends to accentuate the positives given.

6. **Day Ender** - Have each student acknowledge (give support to) someone in the class for something positive that they have done during the day.

7. **My Success** - Have each student share a positive thing that has happened to him within the past week. This is an excellent group starter, especially if they are just coming in from lunch or a recess before having group. It tends to get them back on a positive track.

8. **Sign Up** - Have each student tape (masking tape works best) an 8½" x 11" sheet of blank (unruled) paper on their backs. Have them go around the room writing positives on each others backs. There should be no talking during this exercise (though it is not critical to its success).

   HINT: Felt tip pens seem to work best.

SUCCESS STATEMENTS AND POSI-WHEEL

Rationale: This unit is a favorite with the staff at C. W. Washington and Osborne Schools. It is designed to promote positiveness in self and in interaction with others.

Materials: Success statements response sheet, posi-wheel sheet, brightly colored ½" round stickers ($2.50 per 1,000). The Evaluation Sheet can be used if you want some student feedback.

Activity: Have your students fill out the success statements sheet (prompting through examples might be necessary). Success could be learning to ride a bike, or roller skate, or even being born, for that matter.

In small groups of (four or five students) ask for a volunteer to share his/her success. Explain to the group that they will be listening and writing 2-3 word positives on the stickers. They are writing down feelings about the person that they get while listening. You can write about intellect; eyes, hair, a specific success, a personality quality (warm, sensitive), etc.

When the student is finished sharing, the members of the rest of the group get up and place their stickers on the person's posi-wheel while verbalizing the positive. You may want to model this process by being the first to place stickers on the student's posi-wheel. All students should go through both parts of the process, i.e. the giving and receiving.

NOTE: Sometimes a student will not take the exercise seriously and either not write anything on his/her success sheets or write only nonsense. We have noticed that after the first one or two sharings this resistance fades and the student begins to write more seriously.

MY SUCCESS PATTERN

Period	Successes	Why
Age 0 – 8	1. 2.	
Age 9 – 12	1. 2.	
Age 13 – 15	1. 2.	
Age 16 – Present	1. 2.	
Most Successful Experience		
Success During Past Week		
Anticipated Successes in Next Few Weeks		

Success to me is:

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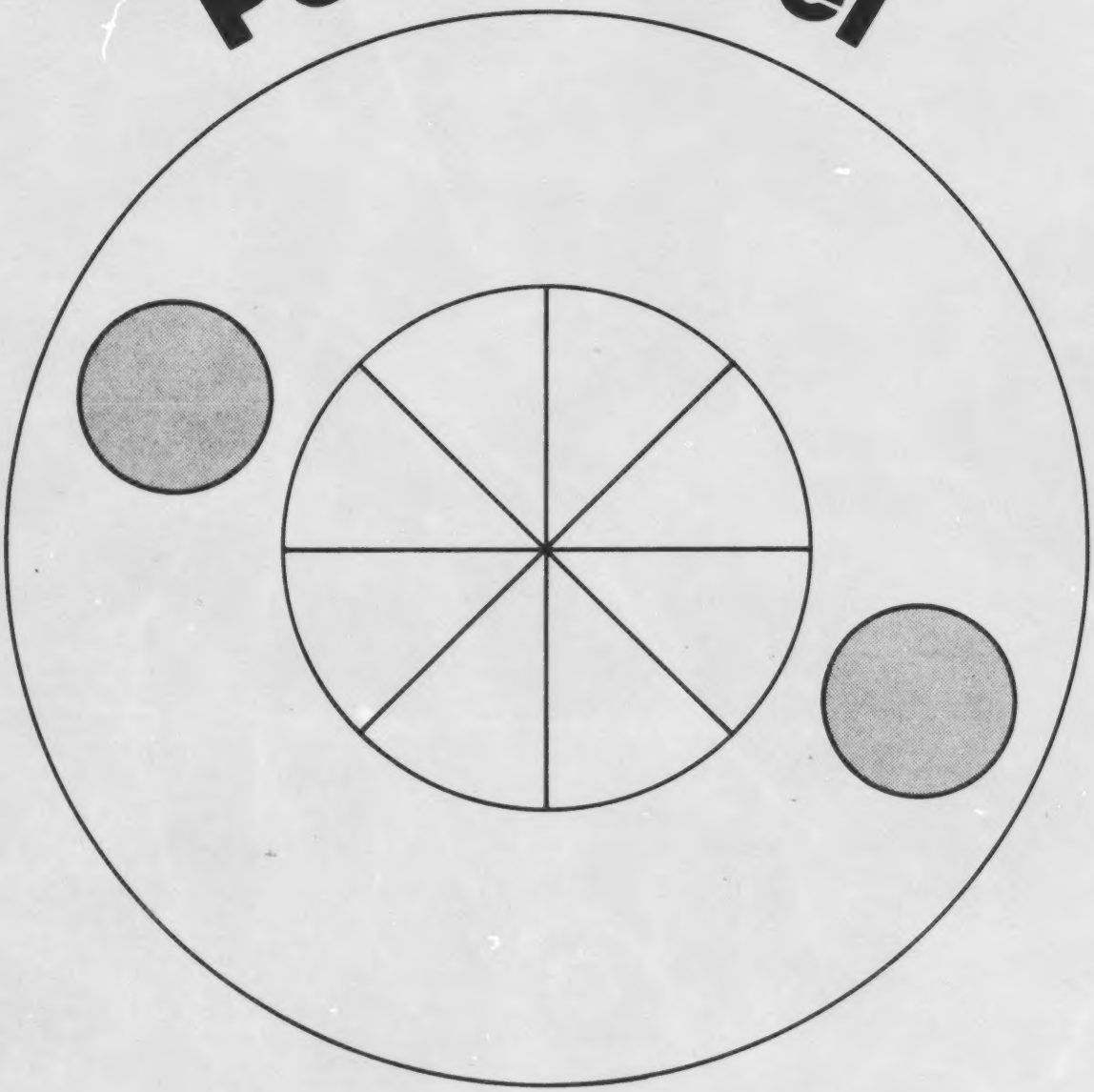
Posi-Wheel



Evaluation Sheet

1. Do you feel more positive about yourself after the exercise?

   YES _____ NO _____

   Why: _____

   _____

2. Did you find it hard to give positives?

   YES _____ NO _____

3. Did you find it a little embarrassing to have positives given to you?

   YES _____ NO _____

4. Do you think it might be a little easier to give positives now that you have taken part in this exercise?

   YES _____ NO _____

5. Comments:

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

SECRET AGENT

Rationale: This exercise is designed to develop the ability to perceive positive strokes coming from others, and also to provide practice in giving positive strokes.

Materials: Small strips of paper for writing students' names.

Activity: Pass out small slips of paper to all the members of the group. Have the students write the name of the student on their right on these pieces. Place them into a box and have them draw a name without revealing whose name they have drawn. Their job is to give positives to the person whose name they have drawn and to try and detect who drew their name (role-play what a positive statement is).

Encourage the members of the group to be positive to everyone because that makes it harder to tell who is their "secret agent." **Everybody wins** in this game!

The more they give the easier it is to tell who the secret agent is – stress that to have someone discover who is the secret agent is a super-positive success for the agent, as well as the person who receives the positive.

IALAC*

I Am Lovable and Capable

Rationale: This activity focuses on awareness of self-image, and also on the way self-image is influenced by others. The basic concept centers around the idea that everyone has a self-image which states "I Am Lovable and Capable," (hence IALAC). This image is gradually eroded over the day through negative interaction with peers and authority figures.

Materials: The IALAC story below and signs for students to wear and rip up. Students can write signs themselves or the leader can prepare them with effective, positive traits already written on the signs. Students probably will not put positive qualities on their own signs.

Activity: Read the IALAC story, ripping up "Michael's" sign at appropriate intervals. Give as much explanation of self-image as necessary either before or after the story. Then students can put on their signs and wear them for a given time period, or they can go back in imagination and run through a typical day in their lives or yesterday, ripping their signs as they recall negative strokes. If this method is used, discuss the following questions after three to five minutes of sign-shredding:

1. How does your **IALAC** sign get ripped up?
2. What things affect you the most?
3. What do **you** do to rip up the IALAC signs of other people?
4. How do you **feel** when your sign is ripped up?
   When you rip up someone elses?

IALAC

A seventh grader (5th, 9th, 11th) named Michael is still lying in bed three minutes after the counselor wakes everyone up. All of a sudden the counselor yells at him, "Michael, you lazy turkey, get your body out of bed before I start taking away points!" (RIP!) Mike climbs out of bed, gets on some shelter rags (RIP!), and can't find the right shirt. "Where's the shirt I was wearing?" says Mike. "John has it. It's not yours, it belongs to the shelter you know!" says the counselor. (RIP!) Mike goes to brush his teeth, but all the sinks are being used. He tries to squeeze in and he is told to "bug-off." (RIP!) He finally gets to breakfast with a lot of pushing and shoving and people calling each other names. (RIP, RIP!)

**See Reference Section, item 8*

Breakfast is dull and uninteresting and mostly burned.(RIP!) Someone tells a joke and Mike laughs loudly, and his counselor tells him to shut up.(RIP!)

In class someone tells him how stupid his hair looks this morning;(RIP!) and he yells back, "Mind your own business, stupid!" The teacher tells Mike that if he can't behave himself, he will be kicked out of class (RIP!) and he won't be able to go on the field trip.(RIP!)

Later in the day he begins to feel lonely and wants to call his probation officer and asks if he can use the telephone. He is told that he can't use it and he will just have to make do.(RIP!) His counselor asks him to do some cleaning up around the unit before dinner, but he is feeling low so he isn't quite quick enough. The counselor docks (takes away) some of his points.(RIP!) By the end of the day, Michael's **IALAC** sign is all ripped up into tiny pieces and he is feeling pretty low about himself and angry with everyone.

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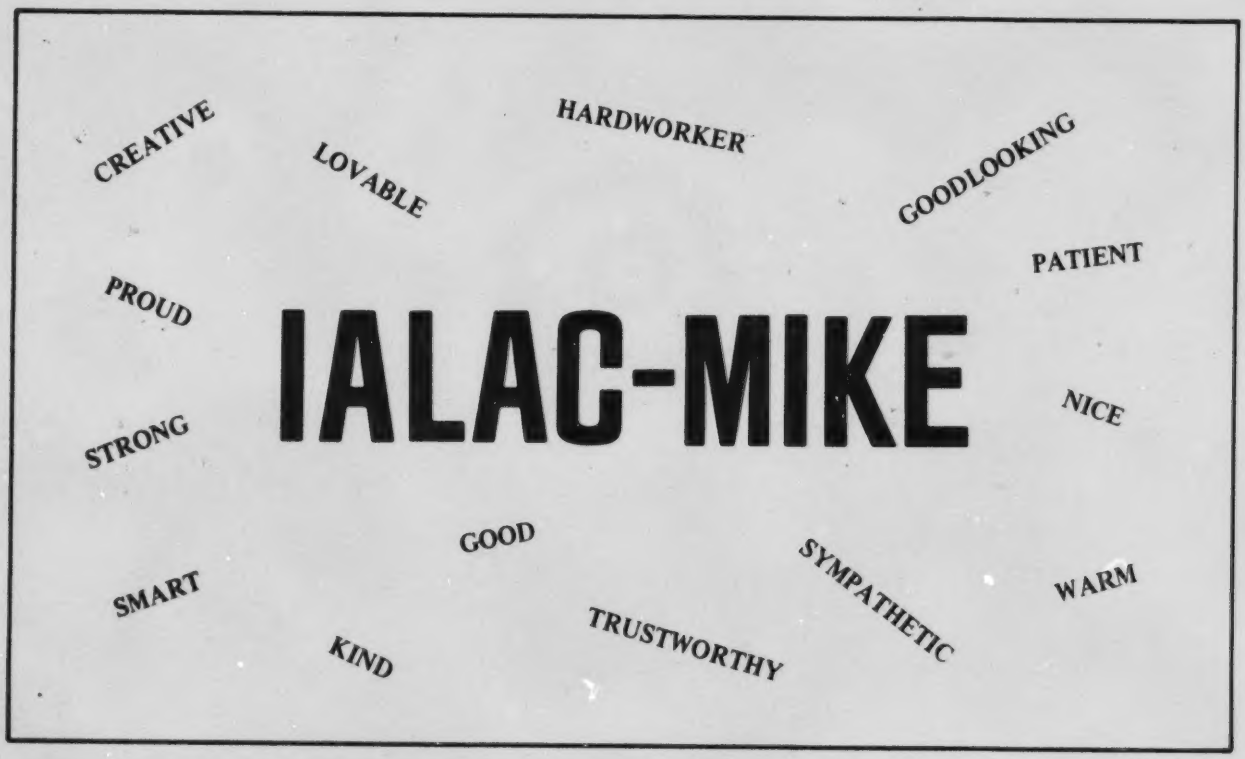
IALAC

I AM LOVABLE AND CAPABLE



(USE IN CONJUNCTION WITH "KILLER STATEMENTS" EXERCISE ON PAGE 67 OF THE CANFIELD AND WELLS BOOK.)

See Reference Section, item 1

NEGATIVE IALAC OR INLAC

Rationale: The IALAC story focuses on seeing how negative strokes, or the absence of strokes, destroy a person's self-concept. This activity stresses the rebuilding of the self-image that occurs when positive strokes are given.

Activity: Each participant is provided with a sign which states "I AM NOT LOVABLE AND CAPABLE." They wear this sign around during the classes and each time someone gives them a positive stroke, they tear off as large or small a piece of their sign as they think the stroke deserves. Hopefully, at the end of the day the signs are very small and in some cases, completely gone.

NOTE: This activity has the added side benefit of forcing the student to notice when he/she is receiving a positive stroke. Some prompting may be necessary initially to get things moving.

TRUST

Rationale: The purpose of these exercises is to enable the student to experience the dichotomy between real self and imagined self, and then to experience trust in others - first in imagination, then in physical reality.

Activity: This activity is divided into several parts: a Group Circle, a monologue, an act of imagination, then one or more physical activities.

1. Group Circle (see "Group Circle" section for details). Use the question, "What is your idea of trust?"

2. Talk with group, hitting on these ideas: Trust in self comes from trusting others. However, everytime we make ourselves vulnerable, we take the chance of getting hurt. So we approach life defensively - and when the walls go up, we don't grow. TRUST is the key - it makes you vulnerable and hence makes you move toward growth. Once you have developed trust in self, the untrustworthiness of others can no longer hurt you. There are essentially two parts of self: The **REAL** self and the **IMAGINED** self. Now, the imagined self must be protected, and we use up a great deal of energy to keep up a cardboard front. This limits your growth. Every time you get off the phoniness, below the image, it opens you up for growth. The consequence is a release of the energy drain and everything lightens up. In short, be yourself.

3. Imagination - Present the following activity, giving time for group members to recall: Think something you would not trust someone else with, some horrible secret. "What would people say?", "What would people do to me?" , "What would people think of me?" Have you ever finally revealed something horrible about yourself ? How did you feel? Leader gives example of relief.

4. As time and the nature of the group allows, try one or more of the following trust exercises: Trust Walk - Have students form into pairs. One member is blindfolded. The sighted member leads the "blind" member around the room or grounds. If possible, see if a no-talking rule can be observed.

Trust Circle - Six to ten persons stand shoulder to shoulder in a circle. One person stands in the center, arms folded across chest, eyes closed, and heels together. This person then tips off balance. The people in the circle gently push the "trustee" to and fro. Go on until the "trustee" asks for a halt for about two minutes.

Falling - This exercise provides a vivid one-to-one experience in trust. The "trustee" stands with his back to a "catcher," then, with body stiff and arms slightly out to the side, falls backwards. The catcher, naturally, catches the falling body. Responses of students vary in many interesting ways.

Remember: We can't trust ourselves with so many walls protecting ourselves.

AWARENESS OF OTHERS

(THROUGH AWARENESS OF SELF)

GETTING TO KNOW YOU

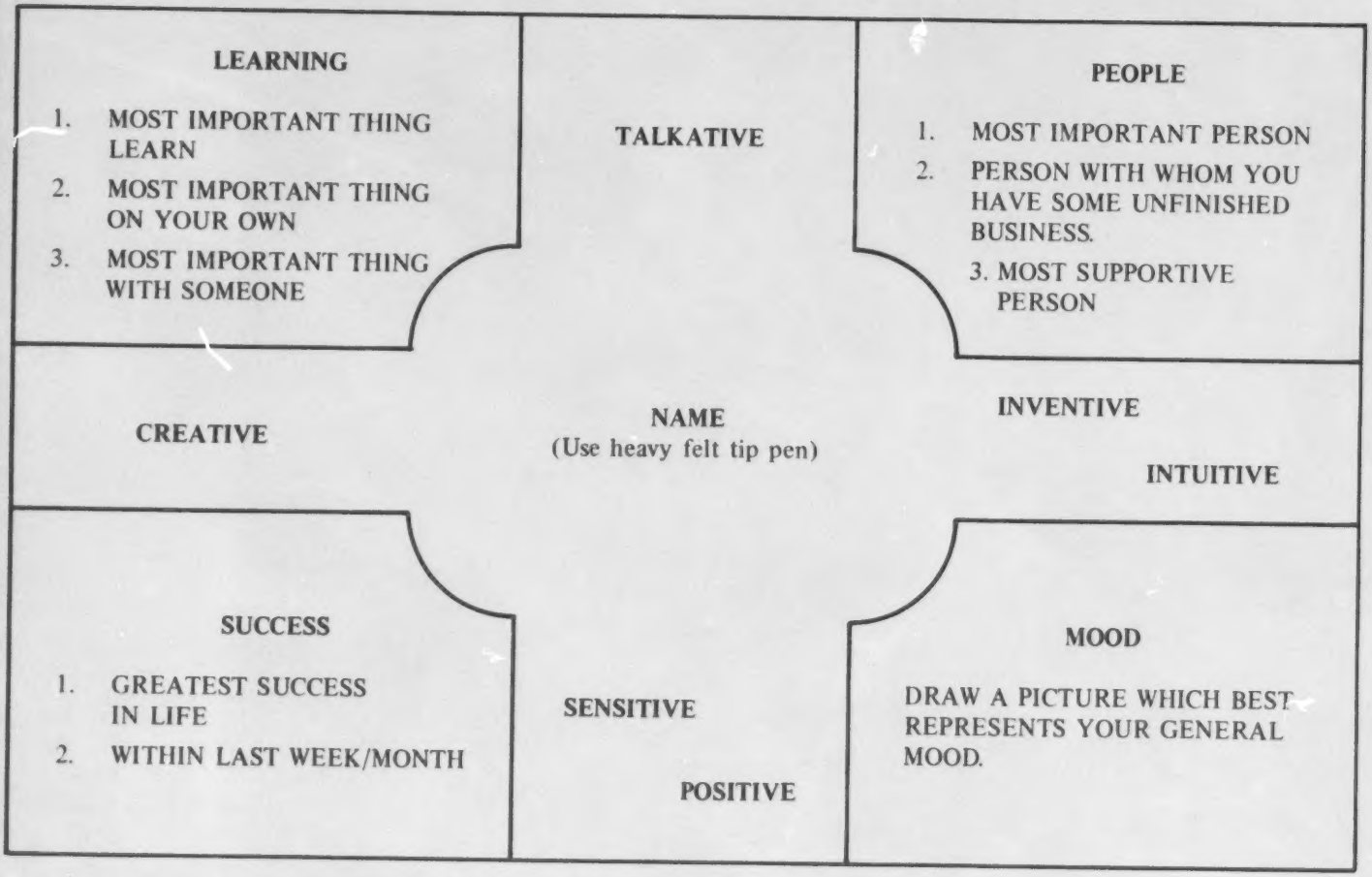
Rationale: This unit is designed to develop positive thinking, self-awareness, and awareness of others. It can be used as a beginning exercise in the development of values awareness.

Materials: Several 5" x 8" file cards, box of pins, pencils.

Activity: Simply have your students fill out the 5" x 8" cards as shown on the demonstration page. Examples of positive adjectives are included. The kids can draw from the examples or create their own. The words need only end with "ive" and be positive statements. They need not be real words if they get the point across (e.g., "excitative"). You might want to check with students and assist them should they need it. Whatever they come up with is fine. If an adjective or statement appears to be negative to you, you might say, "Is that positive?" Accept whatever answer that they give (quite often they will change it after you have left). Remember that this is an exercise for development, and in the affective domain people tend to learn by doing it themselves.

Now have the students pin the completed card to themselves and have them walk around and read each others card **without** commenting on what they read. Afterwards, have them break up into groups of three or four and share what they have written. Each person should be allowed to share for one minute. Have them decide amongst themselves who will share 1st, 2nd, 3rd, and/or 4th.

If time permits, end the exercise with a group positive exercise as outlined in the unit on group positives. Use your judgement based upon the level of participation in the above exercise as to which ending activity to use.


LEARNING
1. MOST IMPORTANT THING LEARN
2. MOST IMPORTANT THING ON YOUR OWN
3. MOST IMPORTANT THING WITH SOMEONE
TALKATIVE
PEOPLE
1. MOST IMPORTANT PERSON
2. PERSON WITH WHOM YOU HAVE SOME UNFINISHED BUSINESS.
3. MOST SUPPORTIVE PERSON
CREATIVE
NAME
(Use heavy felt tip pen)
INVENTIVE
INTUITIVE
SUCCESS
1. GREATEST SUCCESS IN LIFE
2. WITHIN LAST WEEK/MONTH
SENSITIVE
POSITIVE
MOOD
DRAW A PICTURE WHICH BEST REPRESENTS YOUR GENERAL MOOD.

LIST OF POSITIVE "IVE" SELF STATEMENTS

SENSITIVE

CREATIVE

ACTIVE

POSITIVE

INTUITIVE

INVENTIVE

TALKATIVE

INITIATIVE

ALIVE

SUBSTANTIVE

SUPPORTIVE

SUPERLATIVE

SEDUCTIVE

ATTRACTIVE

CONSTRUCTIVE

PRODUCTIVE

RESPONSIVE

CAUSATIVE

EFFECTIVE

DIRECTIVE

COOPERATION

Rationale: Cooperation requires communication skills and trust. The exercises below emphasize developing these powers.

Materials: The **Squares Game** requires some preparation (see directions that follow). The other activities require minimal materials, and these are described under each exercise.

Activities: Before beginning the exercises, use the Group Circle technique (see Group Circle) posing a question concerning cooperation; such as, "What does cooperation mean for you?" or "When did you and someone else cooperate?"

Tangle - Eight to twelve people standing shoulder to shoulder in a circle facing inward. All reach their arms into the center and grasp the hands of someone else, but not the hands of the person next to them. This forms a magnificent knot. The knot can be untangled (usually) into one circle, or at times, two interlocked circles. In the process of untangling, grips may not be broken; but it is fair to slip hands in the grip to allow twisting and turning. (Some people, and frequently those least expected, seem to have a knack for directing the group into a method of untangling the knot.)

Trust Walk Obstacle Course - One student leads another who is blindfolded through an obstacle course. Run as a relay with teams. No talking between the partners.

Tie a Yellow Ribbon - Tie the wrists of two students together (left wrist of one to right of other) for a pre-determined period of time - one class to all day.

Three-Legged Sack Race - The burlap sack goes over the two adjacent legs of the partners.

Pair-Up - Students sit back to back with arms locked at elbows. They then try to stand up, leaning against each other. This is easier if both partners are the same size, and if someone will hold their feet.

The Squares Game - See next page.

A discussion following the exercises is valuable. These exercises fit well with the communication skills section of the Wells book, **100 Ways to Build Self-Concept in the Classroom.**

EXPERIMENT IN COOPERATION: THE SQUARES GAME

Purpose:

1. To analyze certain aspects of cooperation in solving a group problem.

2. To become more sensitive to the way in which one's behavior may help or hinder joint problem solving.

Materials: See Puzzle Preparation.

Instructions:

1. Before class prepare a set of squares and an instruction sheet for each group of five students.

2. Divide the class into groups of five and seat each group at a table supplied with a set of envelopes and an instruction sheet.

3. Ask that the envelopes be opened only on signal.

4. Begin the exercise by asking what **cooperation** means. List on the board the requirements for cooperation.
   For example:

a. Everyone has to understand the problem.

b. Everyone needs to believe that he can help.

c. Instructions need to be clear.

d. Everyone needs to think of the other person as well as himself.

5. Describe the experiment as a puzzle that can be solved only by cooperation. Read the instructions and rules aloud; then give the signal to open the envelopes.

6. When all or most of the groups have finished, call time and discuss the experience.

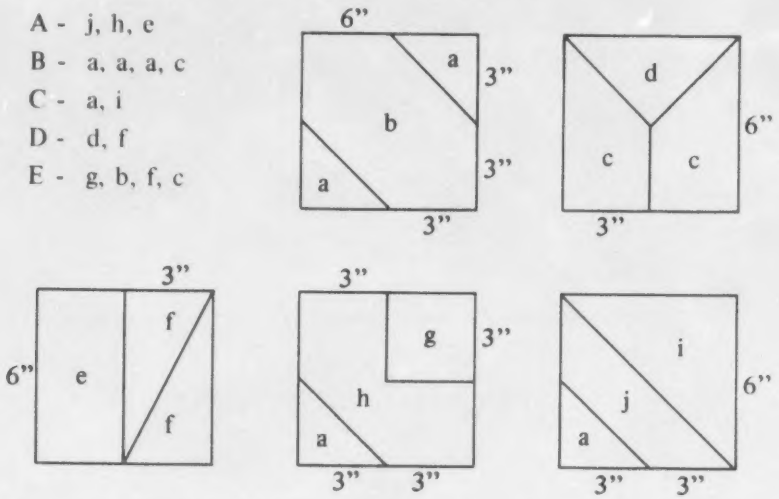
a. Who was willing to give away pieces of the puzzle?

b. Did anyone try to violate the rules by talking or pointing as a means of helping fellow members solve their puzzles?

Preparation of Puzzle:

A puzzle set consists of five envelopes containing pieces of stiff paper cut into patterns that will cover 6-inch squares. Cut the squares into parts and lightly pencil the letters "a" through "j" as shown below. Then mark the envelopes A through E and distribute the pieces thus:

Envelope A - j, h, e
B - a, a, a, c
C - a, i
D - d, f
E - g, b, f, c



Erase the small letters on the pieces and instead write the envelope letters A through E so that the pieces can be easily returned for reuse.

Several combinations of the peices will form one or two squares, but only one combination will form five squares.

Instructions for Students:

Each person should have an envelope containing pieces for forming squares. At the signal the task of the group is to form five squares of equal size. The task is not complete until everyone has before him a perfect square and all the squares are of the same size.

These are the Rules:

1. No member may speak.
2. No member may signal in any way that he wants a card.
3. Members may give cards to others, BUT NO ONE MAY TAKE A PIECE OF A CARD FROM ANOTHER.

EXCLUSION

Rationale: The activities below provide opportunities for students to experience and discuss acceptance and isolation. Our experience has shown these areas are of great concern to the students, and consequently, the degree of involvement in the follow-up discussion is high.

Activity: Using the Group Circle format (look under "Group Circle" for details), use these two questions. "What does exclusion mean to you?" or "Can you remember one time you were left out?" Then use one or more of the exercises listed below. Allow time for follow-up discussion.

Exercises:

1. Discrimination - Start the group by handing out favors (e.g., gum, "Goose Bars") to all kids with dark eyes (or light eyes, or some other distinguishing feature i.e., hair color). It doesn't have to be fair.

2. Exclusion Circle - Kids crowd together with their backs to the outside. One person runs around the outside trying to break into the circle. The circle attempts to keep him out. Do this with two or three students.

3. Role-Play - Everybody's going to Great America (or Disneyland) for the day and later out to the beach for a party. One person is excluded, told that the group doesn't want him/her. Have the kids improvise on the general theme. Turn this process around and have them include the person formerly excluded.

NOTE: Have the group discuss how we all know the feelings associated with being excluded, but do we ever empathize with those we exclude when we are included? Do we care? If not, why not?

VALUES CLARIFICATION

(GETTING TO KNOW SELF THROUGH OTHERS)

CROCODILE CREEK*

Rationale: This activity is designed to develop awareness of personal values and the fact that values differ from person to person. Further, it is designed to promote acceptance of difference as being neither right nor wrong in itself, just different.

Materials: The "Crocodile Creek" graphic or one similar is vital for keeping track of the characters and for voting. The story is too complex to be effectively remembered by most people (adults included). The leader will probably need a chalkboard or some other large surface to keep a tally of opinions. Group members have always been very interested in seeing how the group as a whole voted.

Activity: Pass out graphic, then read the story to the group. From there, follow procedures under "Questions."

Crocodile Creek

Once upon a moment there was a girl by the name of Abigail who was very much in love with a boy named Abner. Now, Abigail lived on the other side of the river from Abner and in order for her to meet with him she would have to cross the bridge.

One morning on her way to see Abner to give him a present that she had spent all of her hard earned money on and carefully wrapped, she found that the bridge had fallen down during a storm and she could not get across. She was desperate.

While Abigail sat by the water's edge and sobbed pitifully, Sinbad came rowing down the river in his rowboat. "What's the matter Abigail?" called out Sinbad, and she proceeded to tell him of her problem. She then asked him if he would row her across the river in his boat. "Why of course," said Sinbad, "But you will have to give me something to make it worth my while. You will have to make love (give me that beautiful present) to me. "Why, I can't do that!" said Abigail. "Then I won't take you across!" said Sinbad.

Abigail was so distraught, but just then she saw Ivan, the lumberjack and told him of her problem and of the proposition made by Sinbad. "I'm sorry, I can't help you. I don't want to get involved," said Ivan and he walked away.

Abigail walked back to the river thinking that she may never see her boyfriend, Abner, again. She then decided that she loved Abner so much that she would have to sacrifice in order to see him and said yes to Sinbad. After Sinbad got what he wanted,

*See Reference Section, item 9

he rowed her across the river and said goodbye. Abigail ran to Abner, fell into his arms, gave him a hug and tearfully told of her story. When she was done, Abner screamed at her "How could you do such a thing?" and angrily pushed her away from him while saying that he didn't ever want to see her again. "But I did it for you, because I love you!" cried Abigail. "Get out!" screamed Abner.

As Abigail tearfully walked along the river, feeling lonely and rejected, she ran into her old friend Slug. She told him the whole story and that Abner threw her out. Slug said, "Why, he can't do that to you! We'll see about this!" and angrily stormed down the path towards Abner's house. He knocked down the door and grabbed Abner, yelling at him, "You ungrateful slob. You have broken poor Abigail's heart." And he proceeded to punch and kick Abner senseless. All the while Abigail was standing in the doorway and was just smiling.

Question: Under each name put the number which describes how you think about each of the people (the teacher may have to summarize names and roles) using this scale:

1	2	3	4	5
Worst Person	Bad	Not so Bad	Kind of Alright	Best Person

Have the kids raise their hands when you ask, "Who picked Abigail for the worst?" Then go on down the scale, tallying the scores for each character. Have each person respond to why they made their choice. Point out the similarities of choice (value/morals) as well as the differences. Point out that differences make us unique and they can also bring about problems with respect to understanding between two people. Because each of our values are unique and different, there is no way of telling who is right or who is wrong. In respecting our differences, everyone becomes right and no one becomes wrong. Point out, also, how we as human beings tend to choose our friends according to how our values match up (how similar they are) and this makes us comfortable. Note, also, that those who don't have our same values also choose friends whose values match. Neither is right, neither is wrong. Both become right for themselves; and if we accept that we are different and that's OK, then both become right for everyone.

ABIGAIL

ABNER

SINBAD

IVAN

SLUG

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VALUES VOTING

Rationale: This unit is designed to promote an awareness of personal values. A few of these alternatives are contemporary controversial issues and might stimulate serious dialogue.

Materials: The leader needs the questions on the following pages or a list that accomplishes the same purpose.

Activity: Ask the question: "How many of you believe in/that . . .?" (e.g., abortion) Have the students vote by holding their index finger up if they agree or stir with their thumb if they definitely don't agree. Go down the list until in your judgment you have lost about half of them. With respect to the alternate voting list, the "Dress the Elephant" process is designed to add some comic relief. Basically, you might say, "OK, now, imagine that you have an elephant and it is your job to decorate this elephant in any way you choose. You may want to dress it in something or paint it or whatever. I'll give you a few moments to think about it. So be creative!"

Have each student respond in sequence. You might share your own creation.

The number 5a. is used as an attention getter, i.e., "How many of you would wear different colored socks?" You may choose to not use this or create your own "let's see if they are awake," game.

VALUES VOTING

1. Should see marriage counselor before getting married
2. Abortion
3. Age of consent lowered to 16
4. Girl allowed to ask a boy out
5. Date someone 15 years older
6. Woman to continue working after child is born
7. Work for a woman boss
8. Woman president
9. Black president
10. Drinking age lowered to 18
11. High school important
12. College important
13. No government
14. More emphasis on technology
15. More emphasis on sociology
16. Free medical care
17. Work for what you get
18. God
19. Workers cooperative
20. Right to firearms
21. Free education
22. Giving advice
23. Men hugging
24. Male nurse
25. Boys with dolls
26. Girls with trucks and guns
27. Freedom of suicide
28. Kill in self-defense
29. Stricter laws for drug abuse
30. Stricter laws for rape

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VALUES VOTING (ALTERNATIVE)

Develops awareness of uniqueness and commonalities.

1. How many here would want more than three kids?
2. Legalize marijuana
3. Legalize prostitution

INTERIM:

Dress the elephant - Decorate (How would you decorate an elephant?)

4. No children
5. Lower age of consent (adulthood) to 16

5a. Same color of socks

6. Lower drinking age to 16
7. Make religion a must course in school
8. Take children away from parents who abuse them
9. Learn better in class than on the job

VALUES CREST

Rationale: This is a basic activity in raising self-esteem through drawing students attention to themselves as important, successful people. It is a good preparation for the "Success Statement and Posi-Wheel Activity."

Materials: The students need to have an appropriate Values Crest and a writing implement. (Note the choice of four crests.)

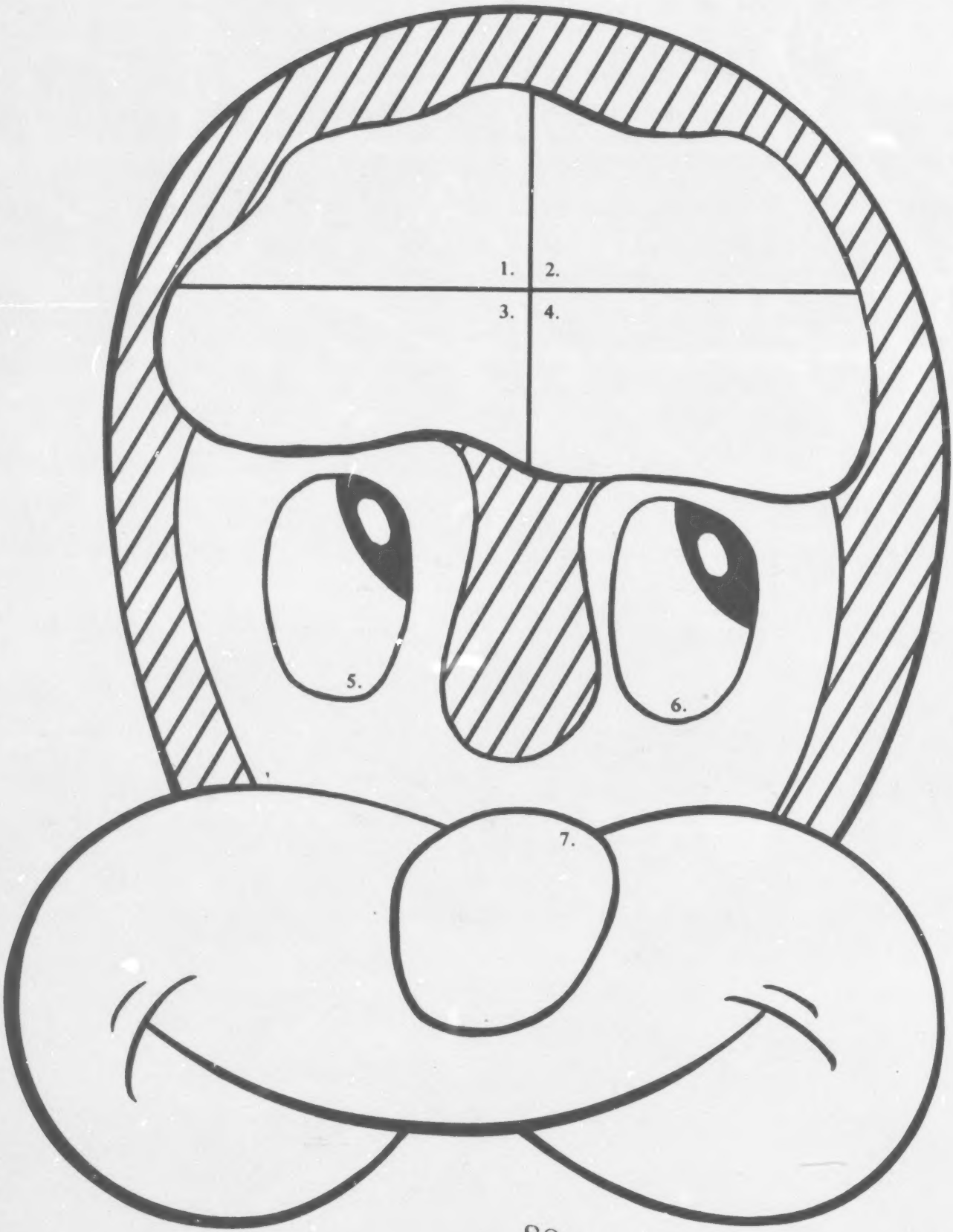
Activity: After each person has his/her crest, the leader reads 1-7 below, allowing time for students to fill in their crests.

1. Express in a drawing or 1-8 words the most important thing that has happened to you from your birth until now.
2. What is something you want to become or be?
3. What is the best thing that has happened to you the past year?
4. What is the best thing that has happened to you in the past week?
5. If you had one year in which to live and you were guaranteed success, what would you attempt to do?
6. Draw or write about something that you are good at.
7. What one thing would you like to become better at?

Have kids share in small groups what they have done. Allow 30 seconds for responses.

Discuss whether they are used to thinking about good things that have happened to them. If not, ask why this might be true.

Try to limit any feelings of failure regarding this exercise by assisting students through the use of prompts when they are having difficulty filling out their responses. It might be advisable to do this on a one-to-one basis so as to limit any embarrassment that might be generated by singling them out in the group.



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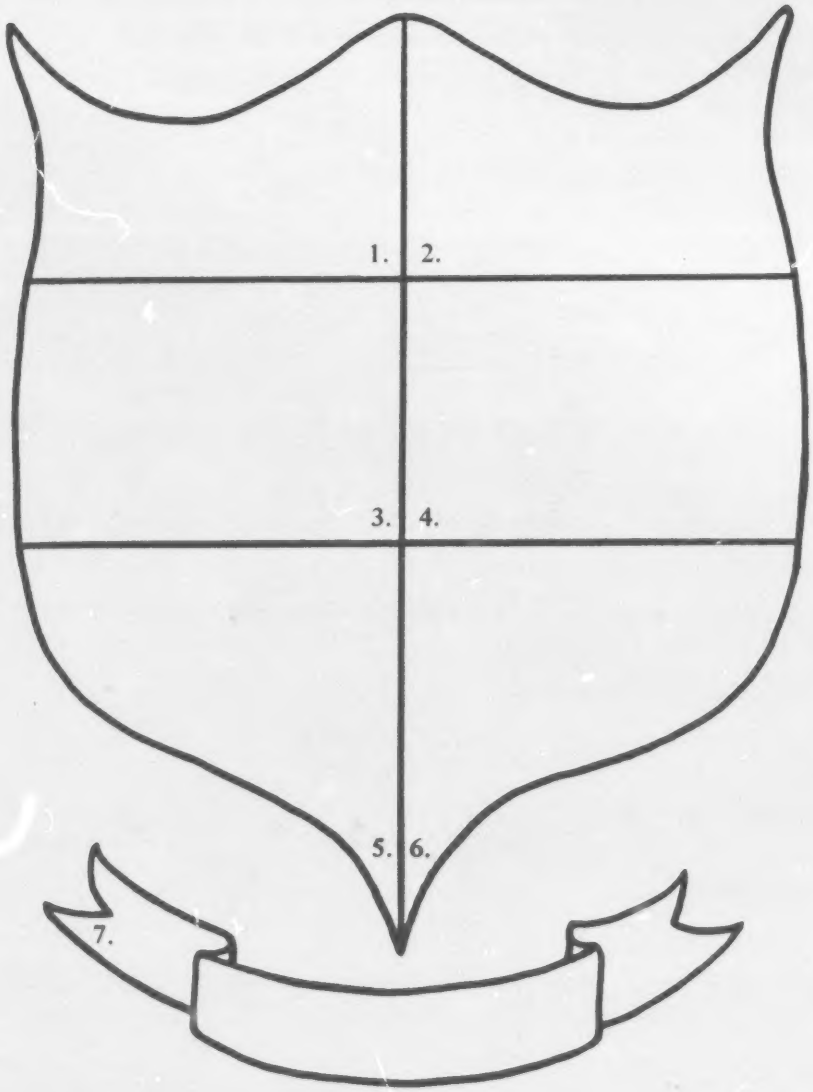

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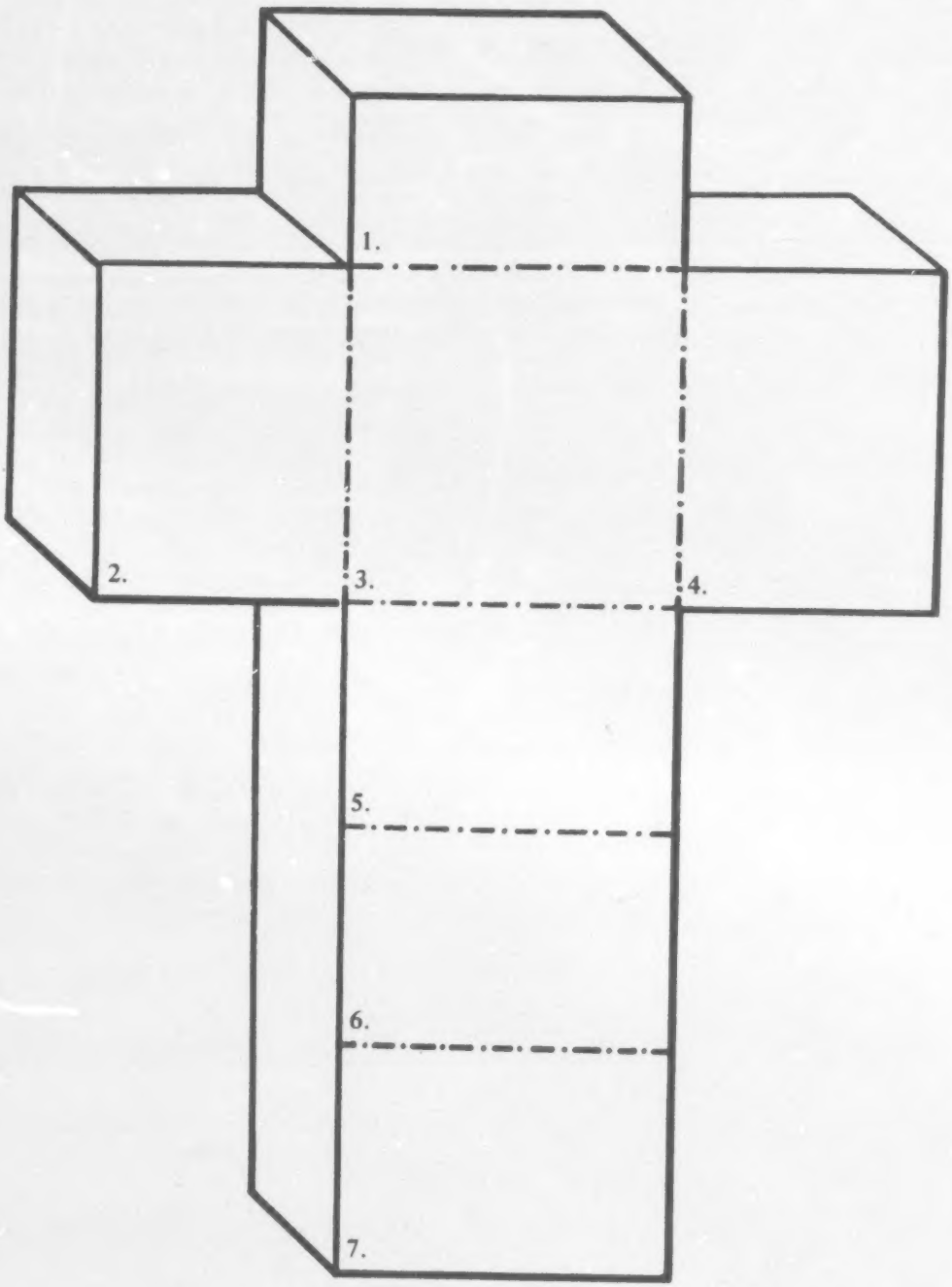

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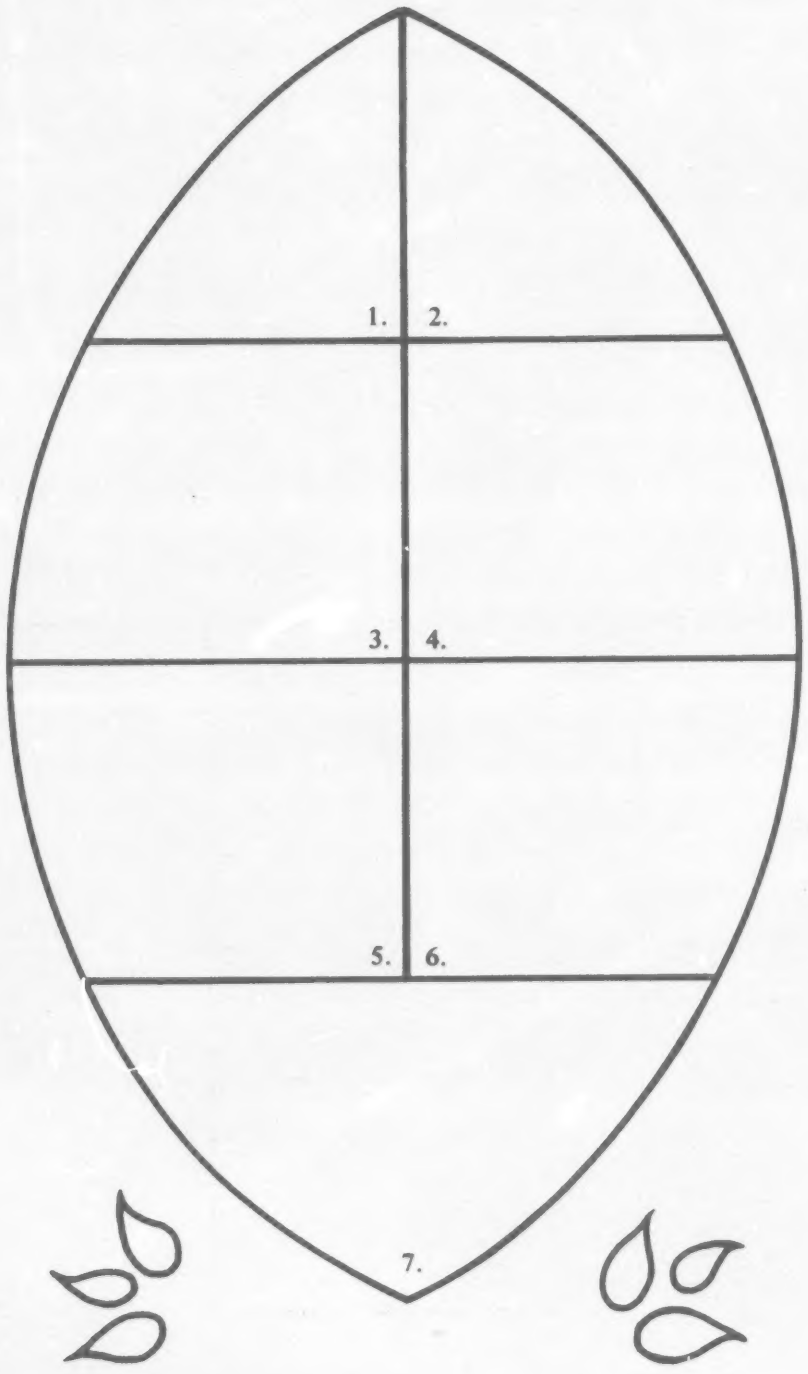

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MASCULINE – FEMININE

Rationale: This activity gives a group the chance to safely explore some aspects of masculinity - femininity. It has been used in sexually segregated as well as coeducational classes. It is designed to increase self-awareness, reduce some anxiety, and to chip away at some stereotypes.

Materials: The stimulus sheet that follows provides the basis for discussion.

Activity: After the students fill out their individual opinion sheets, several areas for discussion should open up, especially in regard to item number nine.

MASCULINITY – FEMININITY

1. List five character traits that are "masculine." (e.g., strong)

   1) 4)

   2) 5)

   3)

2. List five character traits that are "feminine." (e.g., sensitive)

   1) 4)

   2) 5)

   3)

3. List three "masculine" jobs.

   1) 2) 3)

4. List three "feminine" jobs.

   1) 2) 3)

5. Write down five "masculine" and five "feminine" words.

   1) 1)

   2) 2)

   3) 3)

   4) 4)

   5) 5)

6. List three products with very masculine or feminine sounding names.

   1) 2) 3)

7. What three colors are the most "masculine" for you?

   1) 2) 3)

8. What three colors are the most "feminine" for you?

   1) 2) 3)

9. How do some people show their manhood or their womanhood?

   _____

   _____

   Why do they feel it is necessary? _____

   _____

"I Hope My Kid . . ."

Rationale: The "I Hope My Kid . . ." worksheet has proven a very effective values clarification tool.

Even though we may be uncertain about the values we hold for ourselves we are often clearer about what we want for our children. Naturally, the values we hold for our children we also hold to some degree for ourselves.

The goal of this activity is to clarify what values lead to meaning in life and why.

Materials: "I Hope My Kid . . ." worksheet and a pencil for each participant.

Activity: Arrange the group in a circle.

Explain your purpose for this worksheet.

Explain what it means to prioritize in rank order, but emphasize that the exact order is not crucial.

For non-readers this exercise can be done orally.

Here are some suggested questions for discussion:

1. What does it mean to be_____to you? Answer in blank-honest, prejudiced, mature, etc.
2. Why is the value you listed important?
3. How is holding to this value going to benefit your child?
4. Are you_____? (Do you demonstrate this value or trait?)
5. How are you going to teach your child (this trait)?
6. What experiences in your life helped you internalize this value?
7. Whom do you know who really demonstrates this value in his/her life?

Choose in order of importance ten of these items:

1. is honest
2. gets a good education
3. will be happy
4. is well mannered
5. learns to get along with others
6. will share his/her feelings
7. will not be prejudiced
8. will earn a good living
9. respects me
10. respects him/herself
11. will not be selfish
12. is courteous
13. does not swear
14. is healthy mentally & physically
15. knows how to defend him/herself
16. has a good sense of humor
17. will be kind to animals
18. learns to really work
19. is respected by others
20. is friendly
21. will do what he/she wants
22. can talk to me when he/she has a problem
23. has lots of friends
24. respect others
25. believes in God
26. appreciates the beauty of nature
27. doesn't get involved with drugs
28. is intelligent
29. is good at sports
30. doesn't smoke or drink
31. is mature
32. is aware of what a good relationship with the opposite sex can be
33. will not talk back to me
34. will help with jobs around the house
35. will be handsome or beautiful
36. will accept me for what I am
37. will do better than I'm doing
38. goes to church

List ten of these items in order of importance.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

RESPONSIBILITY

Rationale: Responsibility is a word that is used so often that its meaning and impact are watered down. The purpose of the worksheet and discussion is to identify the direct relationship between responsibility and self-esteem.

Materials: One responsibility worksheet and a pencil for each participant.

Activity: Arrange the group in a circle.

Discuss the four (4) definitions of responsibility at the top of the page **first.**

Allow participants to write their responses to the questions.

Discuss in group emphasizing the positive. (e.g., Tell about a specific instance where you were able to respond when someone had a need.)

RESPONSIBILITY

1. Rewrite the following definitions in your own words.

   Responsibility:

   (1) The ability to respond; to meet a need.

   (2) Knowing right from wrong; having ethical discrimination.

   (3) Able to meet obligations or to act without superior authority or guidance.

   (4) To own the consequences of ones own actions.

2. What do you think of yourself doing when you think of being responsible?

3. What words would you use to describe a person who is capable of handling responsibility?

4. How many of the words you used to answer the previous question would apply to you now?

5. What responsibilities must you take on when you want to establish a good relationship with another person?

6. Do you believe that people must be given responsibility to feel worthwhile? _____ Why?

7. When you are irresponsible, how do you feel about yourself?

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REFERENCES

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